

C.V. UPDATED

February, 2023

PERSONAL DATA

Name: Marita K. Murrman

Contact Information: mkm27@columbia.edu

Birthplace: New York, NY

Citizenship: U.S. Citizen

ACADEMIC APPOINTMENTS, HOSPITAL APPOINTMENTS & OTHER WORK EXPERIENCE

ACADEMIC APPOINTMENTS

- 2022-Pres.** Professor Emerita of Sociomedical Sciences at Columbia University Medical Center, New York, NY
- 2018-2022** Professor of Sociomedical Sciences at Columbia University Medical Center New York, NY
- 2013-2017** Associate Professor of Sociomedical Science, CU MSPH, New York, NY
- 2007-2013** Associate Clinical Professor of Sociomedical Sciences, CU MSPH, New York, NY
- 2001-2007** Assistant Professor of Clinical Sociomedical Sciences, CU MSPH, New York, NY
- 1998-2001** Assistant Clinical Professor of Public Health in Sociomedical Sciences, CU MSPH, New York, NY
- 1997-1998** Lecturer of Public Health in Sociomedical Sciences, CU MSPH, New York, NY
- 1978-1980** Assistant Clinical Professor of Nursing, Boston University School of Nursing, Boston, MA

OTHER PROFESSIONAL POSITIONS (1972-2022)

- 2019-2022** Deputy Chair Master's Program, Department of Sociomedical Sciences
- 2006-2022** Director, MPH Program/Certificate in Health Promotion, Research and Practice
- 2002-2019** Senior Training and Education Specialist, ICAP at Columbia University
- 1998-2002** Director, Distance Education MPH Program, CU MSPH, Department of SMS
- 1994-1998** Director for Professional Education, Charles P. Felton National Tuberculosis Center at Harlem Hospital Center, New York, NY (a joint project of the New York City Department of Health, Health & Hospitals Corporation, Harlem Hospital, and Columbia University; funded by the Centers for Disease Control and Prevention)
- 1990-1993** Research Associate in Education and Evaluation, NIH-funded Multipurpose Arthritis Center, Hospital for Special Surgery/Cornell University School of Medicine, New York, NY
- 1986-1990** Administrative Coordinator, NIH-funded Multipurpose Arthritis Center, Hospital for Special Surgery/ Cornell University School of Medicine, New York, NY
- 1982-1983** Associate Director of Nursing for Professional Development, Hospital for Special Surgery, New York, NY
- 1980-1982** Research Associate, Department of Rheumatology, Hospital for Special Surgery, New York, NY

1977-1980 Director for Community and Professional Education, NIH-funded Multipurpose Arthritis Center, Boston University School of Medicine, Boston, MA
1976-1977 Charge Nurse, Hemodialysis Unit, Lemuel Shattuck Hospital, Boston, MA
1974-1976 Staff Nurse, Surgical Intensive Care Unit, Boston City Hospital, MA
1972-1974 Staff Nurse, Surgical floor, Boston City Hospital, MA

CONSULTANT WORK

2015-2016 Member of the Expert Panel for the Quality E-learning Standards Framework Project funded by the de Beaumont Foundation
2006-2007 Contributed to developing competency statement framework for Second-Level, Integrated Management of Adolescent and Adult Illness program (IMAI) WHO, Geneva.
2004 Contributed to developing competency statement framework for First-Level, Integrated Management of Adolescent and Adult Illness program (IMAI) WHO, Geneva.
2004 Contributed to the development of the Competency-To-Curriculum Toolkit: Developing Curricula for Public Health Workers, Center for Health Policy, Columbia University School of Nursing and Association of Teachers of Preventive Medicine

EDUCATION

DATES	INSTITUTION	DEGREE	SPECIALIZATION
1989-1993	Columbia University	Ed.D.	Health Education/Adult Learning
1976-1977	Boston College	M.S.	Community Health Nursing
1968-1972	Boston College	B.S.	Nursing

DISSERTATION:

Preinstructional Testing and Feedback: A Learning Enhancing Educational Strategy for Internal Medicine Residents in Rheumatology. Sponsor: John P. Allegrante, PhD. University Microfilms International: Ann Arbor, MI, 1993.

TRAINING

1979-1980 Arthritis Foundation Research Programs for Arthritis Health Professionals, 2-year fellowship to investigate the “Impact of Formal Therapeutic Contracts on the Compliance Behavior of Arthritis Patients.”
1976-1977 U.S. Public Health Service, Nurse Traineeship Award to pursue Master’s degree in Community Health.

LICENSURE & BOARD CERTIFICATION

- Registered Nurse New York State License 333439-1
- Certified Health Education Specialist; CHES Number 3892. The National Commission for Health Education Credentialing, Inc.

HONORS, AWARDS & APPOINTMENTS

- 2017** Recipient of one of two 2017 Faculty Mentoring Award in Recognition of Exceptional Mentorship and Steadfast Commitment to Junior Faculty, CU MSPH Department of Sociomedical Sciences.
- 2017** Recipient of the 2017 Student Mentoring and Advising Award for outstanding contributions to student mentoring and advising, CU MSPH Department of Sociomedical Sciences.
- 2013-2020** Reviewer, *Frontiers in Public Health Education and Promotion*.
- 2012-2014** Reviewer, Tools of the Trade section in *Health Promotion Practice*.
- 2008-2009** Item Writer, National Board of Public Health Examiners, Social and Behavioral Sciences Section.
- 2003** Reviewer on first Community Participatory Action Research Grant Review Panel, Centers for Disease Control and Prevention.
- 1992** Recipient of the Addie Thomas Service Award for outstanding service to the arthritis community, Association of Rheumatology Health Professionals.
- 1975-1976** Co-investigator “Standardized Arterial Line Monitoring”, first NIH grant awarded to Department of Nursing at Boston City Hospital, Boston, MA.

ACADEMIC SERVICE

CU MSPH AND DEPARTMENT OF SOCIOMEDICAL SCIENCES (SMS) COMMITTEES (1997-PRESENT)

- 2020-2022** Chair, Curriculum Committee, Department of SMS
- 2019** Chair, Task Force to Review SMS MPH Curriculum
- 2018-2019** Member, MSPH Digital Task Force
- 2018-2019** Member, Department of SMS 50th Anniversary Task Force
- 2013-2019** Member, Department of SMS Committee on Appointments and Promotions (COAP)
- 2012-2021** Chair, CU MSPH Curriculum Committee
- 2006-2019** Member, Curriculum Committee, Department of SMS (and 2002-2003)
- 2003-2022** Member, Department of SMS MPH Track/Certificate Directors Committee
- 2000-2022** Reviewer, MPH Admissions Review Panel, Department of SMS
- 2015-2016** Member, Department of SMS Diversity Committee
- 2013** Member, CU 2013 Review Committee for Provost’s Postdoctoral Research Scientist and Scholar Program
- 2012-2013** Chair, CU MSPH Director of Student Academic Affairs Search Committee
- 2012-2013** Member, Department of SMS Curriculum Review Task Force
- 2011-2014** Reviewer, ICAP Small Scale Global Health Interdisciplinary Research Grant Program
- 2010-2012** Mentor, Department of SMS Junior Faculty Mentoring Initiative
- 2007-2012** Member, CU MSPH Curriculum Committee
- 2007-2009** Co-chair, Department of SMS 40th Anniversary Celebration Planning Committee
- 2007-2008** Member, Department of SMS Steering Committee
- 2006-2008** Member, Department of SMS Restructuring Committee
- 2006-2007** Member, Department of SMS MPH Restructuring Task Force
- 2005-2006** Member, CU MSPH Student Travel Fund: Internship Program
- 2004-2006** Member, Department of SMS Diversity Committee
- 2002-2009** Member, Diversity Committee, CU MSPH
- 2002-2003** Member, Curriculum Committee, Department of SMS (and 2008-Pres.)

- 2002-2003** Member, Junior Faculty Development Committee, Department of SMS
2000-2003 Member, Northern Manhattan Community Voices Collaborative HP Task Force
1997-2002 Member, SMS Distance Education Committee

WORKING WITH CU MSPH ON NEW COURSE SYLLABI

Given my expertise in adult learning theory and curriculum design, over the years a number of MSPH Department Chairs and Center Directors asked me to work with faculty in the Department of Sociomedical Sciences as well as faculty from other departments such as Epidemiology and Population and Family Health to: develop/adapt course competency statements and individual class learning objectives; create rigorous assessment procedures to measure the extent of competency achievement; and, to write compelling course descriptions.

From the Department of Sociomedical Sciences:

- Bogart, Jane SOSC P6728.002 Health Promotion: Theory, Research, and Practice
- Caton, Carol SOSC P8904 – Homelessness, Public Health, and Public Policy
- Chowkwanyun, Merlin SOSC P8703 - Health Advocacy
- Chowkwanyun, Merlin SOSC P8902 – Introduction to Mixed Methods
- Emily Goldberg-Hall, Ed.D SOSC P8709 – Sexuality, Gender, Health and Human Rights
- Hutchinson, Carly P8903 – A Public Health View of Mass Incarceration: Past, Present,
- Laduca, John SOSC P8795 – New Media and Health
- Li, Stella SOSC P8761 - Public Health in Asian Americans: Concepts and Application in Research
- Ratzan, Scott SOSC P8718 Health Communication: Media Strategies and Global Innovation
- Ratzan, Scott SOSC P6788- Contemporary Issues & Innovations in Global Health Communication
- Schiavo, Renata SOSC P6775 - Health Communication
- Schiavo, Renata SOSC P8794 Society, Health Equity and Health Communication
- Shelton, Rachel SOSC P8792 – Dissemination and Implementation Sciences
- Smyser, Joseph SOSC P8706 – Public Health Messaging and Creative Campaign Development
- Smyer, Joseph SOSC P8710 – Digital Analytics & Marketing Metrics
- Van Wye, Gretchen SOSC P8776 - Advancing Health Literacy
- Van Wye, Gretchen SOSC P6750 Confronting Obesity: Society, Structures, and Policy

From the Department of Epidemiology:

- Elul, Batya EPID P8465 - Epidemiology of HIV and AIDS
- Howard, Andrea EPID P8406 - Epidemiology of Infectious Diseases

From the Department of Population and Family Health:

- Volel, Carolyn POPF P8633 - Issues in School-Based Health

PROFESSIONAL ORGANIZATIONS & SOCIETIES

NEW YORK CITY/NEW YORK STATE DEPARTMENTS OF HEALTH-RELATED COMMITTEES (2000-2012)

- 2010-2012** Member, New York Public Health Practice-Based Research Network Steering Committee, New York State Department of Health
- 2004-2009** Member, Public Health Workforce Task Force, New York State Department of Health
- As PI of the Health Resources and Services Administration (HRSA) funded New York New Jersey Public Health Training Center, the Center sponsored and participated in meetings that allowed the Task Force to work on developing and implementing a plan of action that created the systems needed to strengthen and continually improve New York's state and local public health workforce through leadership, recruitment, training and education, and retention.
- 2006-2008** Member, New York Consortium for Emergency Preparedness Continuing Education, Columbia University School of Nursing
- 2000-2008** Member, Northeast Regional Public Health Leadership Institute (Univ. at Albany SPH)
- 2000-2008** Member, Health Research Training Program Advisory Committee, New York City Department of Health and Mental Hygiene

ASSOCIATION OF SCHOOLS (AND PROGRAMS) OF PUBLIC HEALTH (ASPH) COMMITTEES (1999-2014)

- 2000-2014** Representative for Columbia University MSPH, Practice Coordinators Council
- 2010-2013** Abstract Reviewer, Academic Public Health Caucus, APHA Annual Meeting
- 2011** Reviewer, ASPH Graduate Training Programs
- 2010-2011** Co-Chair with Dean Pierre Buekens, Tulane University School of Public Health and Tropical Medicine, of the "Strategic Analysis and Evaluation" workgroup for the ASPH Global Health Competency Project
- 2009-2010** Chair, National Public Health Training Centers Network, Leadership Council
- 2008-2009** Co-Chair, National Public Health Training Centers Network, Leadership Council
- 2004-2008** Member, National Public Health Training Centers Network, Operations Sub-committee
- 1999-2002** Member, Distance Learning Council, Association of Schools of Public Health

TUBERCULOSIS-RELATED ORGANIZATIONS (1994-1998)

- 1997-1998** Member, National Strategic Plan for TB Training & Education
- 1996-1998** Member, National Tuberculosis Nurse Consultant's Coalition
- 1995-1997** Member, Bureau of Tuberculosis Control, New York City Department of Health, Nursing Advisory Committee
- 1994-1998** Member, New York Coalition to Eliminate Tuberculosis

NEW YORK CHAPTER OF THE ARTHRITIS FOUNDATION (1981-1995)

- 1993-1995** Member, Medical & Scientific Committee
- 1993-1994** President, Arthritis Health Professionals Section
- 1989-1992** Treasurer, Arthritis Health Professionals Section
- 1986-1987** Chair, Arthritis Health Professionals Research Funding Task Force

1981-1987 Member, Medical & Scientific Committee

NATIONAL ARTHRITIS FOUNDATION (1980-1994)

1994 Member, Materials Review Subcommittee

1992-1994 Member, Public Education Committee

1983-1984 Member, Public Relations Committee

1980 Member, Teaching & Training Task Force

ASSOCIATION OF RHEUMATOLOGY HEALTH PROFESSIONALS (1978-1995)

1995 Member, Nominations Committee

1994-1995 Member, Research Council's Legislative Affairs Committee

1994-1995 Member, Awards Selection Subcommittee

1992-1994 Member, Continuing Education Subcommittee

1990-1995 Member, Abstract Review Panel

1989 Member, House of Delegates, National Arthritis Foundation

1988-1989 Member, Financial Development Committee

1986-1989 Chair, Special Events Task Force

1984-1985 Second VP, Executive Committee

1983-1984 Secretary/Treasurer, Executive Committee

1981-1983 Member, Nursing Standards Task Force

1981-1983 Member, Program Committee

1981 Chair, Program Committee, Northeast Regional Meeting

1979-1980 Member, Program Committee

1978 Chair, Program Committee, Northeast Regional Meeting

MASSACHUSETTS CHAPTER OF THE ARTHRITIS FOUNDATION (1978-1980)

1978-1980 Member, Patient & Community Services Committee

1978-1980 Coordinator, Education Programs, Arthritis Health Professionals Section

FELLOWSHIP & GRANT SUPPORT

ACTIVE GRANTS

July 1, 2022-June 30, 2026

The below grant was renewed commencing the first day of my retirement on July 1 2022.

PAST GRANTS

July 1, 2018-June 30, 2022

Principal Investigator; Health Resources and Services Administration; UB6HP31686; Region 2 Public Health Training Center (Region 2 PHTC); \$3,069,880 over 4 years.

- The Center is one of 10 Regional Public Health Training Centers across the U.S. The Region 2 PHTC collaborates with the New York State Association of County Health Officials in New York,

Rutgers School of Public Health Office of Public Health Practice in New Jersey, Impactivo in San Juan, Puerto Rico, and the National Network of Public Health Institutes. The Center brings the expertise of faculty at the schools of public health and experience of leaders in public health practice together in order to design and offer high quality, priority, distance learning training programs that are accessible 24/7 training programs for current, primarily, governmental public health workers working in local, city, state health departments in New York, New Jersey, Puerto Rico, and the U.S. Virgin Islands. The primary focus of the public health training provided by the Center is the topics of systems thinking, persuasive communication, and change management as well as the health topics of opioids, childhood obesity, and mental health. The Center also facilitates a limited number of student field placements and student faculty collaborative projects in local public health departments within the Health and Human Services Region 2. The work of the Region 2 PHTC will result in a public health workforce that is better able to provide the 10 Essential Public Health Services to underserved communities throughout New York, New Jersey, Puerto Rico and the US Virgin Islands.

2017-October, 2019

Co-Investigator/Senior Training and Education Specialist; Principal Investigators, Susan Michaels Strasser; International Center for AIDS Care and Treatment Programs (ICAP); Multiple Federal Agencies: HRSA and CDC.

1. GG010699-05 (combocode: 1000445708). LOE = 10%
 - a. Budget period: 1/1/2019 – 12/31/2019

2. GG010618-07 (combocode: 1000414198). LOE = 20%
 - a. Budget period: 8/1/2017 – 7/31/2020 (concluded work 10/1/2019)

2014-2018

Principal Investigator; Health Resources and Services Administration; UB6HP27878; Region 2 Public Health Training Center (Region 2 PHTC); \$2,820,000 over 4 years.

- The Center is one of 10 Regional Public Health Training Centers across the U.S. The Region 2 PHTC collaborates with the New York State Association of County Health Officials in New York, Rutgers School of Public Health Office of Public Health Practice in New Jersey, Impactivo in San Juan, Puerto Rico, and the University of the Virgin Islands Center for Community Engagement and Lifelong Learning located in St. Thomas. The Center brings the expertise of faculty at the schools of public health and experience of leaders in public health practice together in order to design and offer high priority, distance learning training programs that are accessible 24/7 and, to a limited extent, face to face training programs for current, primarily, governmental public health workers working in local, city, state health departments in New York, New Jersey, Puerto Rico, and the U.S. Virgin Islands. The Center also facilitates a limited number of student field placements and student faculty collaborative projects in local public health departments within the Health and Human Services Region 2. The work of the Region 2 PHTC will result in a public health workforce that is better able to provide the 10 Essential Public Health Services to underserved communities throughout New York, New Jersey, Puerto Rico and the US Virgin Islands.

2016-2018

Co-Principal Investigator; Principal Investigator, Elaine Abrams; Columbia University President's Global Innovation Fund; Adolescents Living with HIV: Engage and Empower Through Photography; Funding: Approximately \$150k over 2 years.

- Adolescents living with HIV (ALHIV) age 10 to 19 years comprise over 2 million people worldwide, and AIDS-related deaths among ALHIV have tripled since 2000. An estimated 82% of all ALHIV are in sub-Saharan Africa, with over half of all ALHIV living in just six countries, including Kenya, where AIDS remains the leading cause of morbidity and death among adolescents and young people. This project will involve an inter-disciplinary team comprised of Columbia University (CU) faculty and students representing various disciplines and departments at CU Mailman School of Public Health and Journalism School, as well as students from a local Kenyan university and a professional photographer to design and implement a multi-level intervention (photography workshop and follow-up exhibit) to increase ALHIV girls' sense of empowerment over their lives and to increase policy makers' knowledge and attitudes related to the impact of HIV in adolescents in Kenya. The project will involve three phases: Phase 1: Desk review, preparation for interviews, focus groups and surveys, and workshop development; Phase 2: Interviews, focus groups and surveys and photography workshop; and Phase 3: Communication and presentation of key findings in a culminating event.

2012-2018

Co-Investigator/Senior Training and Education Specialist; Principal Investigator, Susan Michaels Strasser; International Center for AIDS Care and Treatment Programs (ICAP); Multiple Federal Agencies. Funding: Approximately \$50m over 5 years.

- U92HA12772 Nursing Education Partnership Initiative (NEPI) and Global Nursing Capacity Building Program (GNCPB): Responsibilities include but are not limited to working with colleagues from ICAP-NY and in-country partners to design webinars and other face-to-face and distance-based training and educational tools on the basics of curriculum design and evaluation and offering them to faculty and tutors in schools of nursing and nurses working in the field in Lesotho, Zambia, Ethiopia, Kenya, the Democratic Republic of Congo and other African countries.

2011-2014

Principal Investigator; Health Resources and Services Administration; GG006283; New York City-Long Island-Lower Tri-County Public Health Training Center (NYC-LI-LTC PHTC); \$2,600,000 over 3 years.

- The Center was one of 37 Public Health Training Centers across the U.S. The NYC-LI-LTC PHTC located at CU MSPH collaborated with Stony Brook University to bring the expertise of faculty at the two schools of public health together with experience of leaders in public health practice in order to design and offer 24/7 distance-based and face to face training programs for the current and future public health workforce and to facilitate student field placements and student faculty collaborative projects in local public health departments. This contributed to a public health workforce better able to deliver the 10 Essential Public Health Services to underserved communities throughout New York City and the five surrounding counties of Suffolk, Nassau, Westchester, Rockland and Putnam.

2011-2014

Co-Investigator/Senior Training and Education Specialist; Principal Investigator, Jessica Justman; International Center for AIDS Care and Treatment Programs (ICAP); Multiple Federal Agencies.

- UTAP 2 Atlanta: With colleagues from ICAP-NY, developed a mixed methods training course on quality improvement for MOH staff in Botswana, Mozambique, South Africa, Swaziland, Uganda and Zambia (2013-2014). Funding: Approximately \$11m over 5 years.

- Health Systems Strengthening (HSS) for United States Government (USG) and Ministry of Health (MOH) staff in Barbados, Namibia, Kenya, South Africa, Uganda, and Vietnam: With colleagues from ICAP NY, evaluated a six month blended learning training program on HSS for USG and MOH staff in countries specified above (2011-2013). Funding: Approximately \$11m over 5 years.
- Overcoming Barriers to Occupational Blood-borne Pathogen Exposure Reporting and Case Management: With colleagues from ICAP NY, designed a sequenced tri-level intervention for management staff and health care workers (totaling over 5000 workers) in nine health facilities in Botswana, Tanzania and Zambia to reduce transmission of HIV, Hepatitis B, and Hepatitis C from blood borne-pathogen exposure (2012-2013). Funding: Approximately \$2.035m over 3 years.

2006-2008

Co-Investigator; Principal Investigator, Salim Abdoul Karim; Doris Duke Charitable Foundation, Operations Research on AIDS Care and Treatment in Africa Program, 2005058; and the CAPRISA AIDS Treatment (CAT) Program, President's Emergency Plan for AIDS Relief (PEPFAR), AI51794.

- Contributed to the development of an Enhanced Adherence Support Program based on the Information-Motivation-Behavioral Skills model of ART adherence (Fisher and Fisher, 1992).

2005-2008

Co-Investigator; Principal Investigator, Burton Edelstein; Health Resources and Services Administration; H65HA00014; Community Based Dental Partnership Program: Dentistry with a Human Face; \$1,924,855 over 5 years.

- Lead designer for an innovative HIV curriculum (using Service-Learning as the primary teaching methodology) for Advanced Education in Graduate Dentistry (AEGD) postdoctoral residents at Columbia University School of Dental Medicine providing first-time, on-site oral health care at Harlem United, a Harlem-based adult day care program for multiply diagnosed HIV patients.
- Led team of dental school faculty to develop first National AEGD postdoctoral training program competency framework and evaluation plan.

2002-2010

Co-Investigator; Principal Investigator, Salim Abdool Karim; Collaborative AIDS Programme for Research in South Africa (CAPRISA), National Institutes of Health/AIDS Institute; A1-01-018.

- Lead designer of the theoretical framework for the Adherence Support Program, a component of the Starting AntiRetroviral Therapy (START) study, originally designed to be a randomized controlled trial to compare simultaneous versus sequential ART in over 700 patients receiving treatment for active TB in KwaZulu Natal, South Africa.

2002-2006

Co-Investigator, Principal Investigator, Ana Abraido Lanza; National Institutes of Health/NIGMS; 1R25GM62454-01A1; Initiative for Minority Student Development; \$1,869,394 over 4 years.

- Assisted in the design and implementation of a weekly seminar series conducted over two, two-year periods for participating minority MPH students from the Departments of SMS and Epidemiology in order to prepare them, upon graduation, to be competitive applicants to doctoral programs focusing on social science research.

2002-2007

Co-Investigator/Technical Consultant for Training and Education; Principal Investigator, Wafaa El-Sadr; International Center for AIDS Care and Treatment Programs (ICAP); Multiple Federal Agencies and Private Foundations. Funding: Approximately \$37.5m over 5 years.

- Together with South African ICAP colleagues and faculty from Columbia University School of Nursing, designed and implemented a year-long, nurse mentoring training program to ultimately improve HIV care and treatment in rural department of health clinics in the Eastern Cape, South Africa (2006-2007).
- Together with Rwandan partners (MoH and MoE), designed the 3-year HIV care and treatment curriculum framework for Pre-service A1 nurse training in Rwanda (2004-2006).
- Lead developer of ICAP's initial competency-based framework for HIV care and treatment provider training in a number of African countries; contributed to the design of a number of HIV care and treatment training programs and teaching tools (2002-2004).

2001-2006 (first 5-yr. cycle); 2006-2011 (second 5-yr. cycle)

Principal Investigator; Health Resources and Services Administration; D20HP00016; New York New Jersey Public Health Training Center; \$1,794,865; over 5 years.

- In its first 5-year cycle, this Center was one of 14 Public Health Training Centers (PHTC's) across the nation. In its second 5-year cycle, the Center was one of 33 PHTC's. The Center was led by the CU MSPH, in collaboration with the NYC DOHMH, NYSDOH, and other state and local partners. The primary goal of the Center was to provide readily accessible, competency-based, foundational-level training to public health workers in New York and New Jersey.
- Specific responsibilities included:
 - Assessing the learning needs and resources and the technology capacity of the workforce on a regular basis to guide the development of continuing education programs
 - Creating and offering distance-based continuing education public health training programs on an ongoing basis
 - Increasing the pool of adequately prepared workers who sought careers and advancement within state, local, city, and federal public health agencies
 - Improving access to a diverse public health workforce for the communities of New York and New Jersey, especially by increasing the number of minority students graduating from the three partnering schools of public health each year
 - Collaborating with state, local, city, and federal public health agencies on a regular basis to provide public health worker training and inform state and local policy and practice on public health workforce development and credentialing.

2000-2005

Co-Investigator; Principal Investigator, Wafaa El-Sadr; National Institutes of Health/NHLBI; R01HL66782-02; Tuberculosis Adherence Partnership Alliance Study; Funding: Approximately \$2.27m over 5 years.

- Designed the theoretical framework (Precaution Adoption Process Model – Weinstein and Sandman) for this Randomized Controlled Trial to increase patient adherence to Isoniazid (INH) preventive therapy in over 300 PPD+ patients at Harlem Hospital Center.
- Translated theoretical constructs into practical strategies for use in the clinical setting (located at the Tuberculosis Clinic at Harlem Hospital Center).
- Designed system for peer educators to efficiently assign a patient's stage of readiness to initiate and adhere to a 6-month course of INH preventive therapy and return to all scheduled clinic

appointments and then to use appropriate stage-matched intervention components to move the patient from one stage to the next.

2000-2001

PI – Steven Morse, PhD

Co-Principal Investigator; Principal Investigator, Steven Morse; CDC/ASPH; S1544-20/20; CU MSPH Center for Public Health Preparedness; \$298, 828 over 1 year.

- Designed the theoretical framework and the initial competency-based curriculum for this training grant targeting front-line public health workers at the New York City Department of Health and Mental Hygiene.
- Developed a curriculum that utilized fear appeals (Extended Parallel Process Model – Witte) to persuade public health workers to proactively seek out information related to their role and responsibilities in case of a natural or man-made disaster and develop a personal family plan that could be enacted immediately should they be required to respond to an event.
- Oversaw the design and participated in teaching and evaluating the first major Center training program for close to 800 New York City Department of Health and Mental Hygiene public health nurses on their role in opening and operating New York City shelters in case of a major emergency - This program was conducted 3 weeks prior to the 9/11 attacks.

2000-2002

Principal Investigator; ASPH/HRSA; H098-04/04; Documenting Public Health Leadership through Multimedia; \$15,000.

- Oversaw script writing and the production of a 10-minute videotape recounting the life and public health accomplishments of the founder of the Department of SMS, Dr. Jack Elinson. This videotape is permanently archived on the ASPH website.

1999-2002

Principal Investigator; Centers for Disease Control and Prevention (CDC)/SIP26PR; U48/CCU209663; Eliminating Health Disparities through Research and Education Opportunities.

- Designed and implemented a training program to identify and support top minority MPH students in the Department of SMS in order to prepare them to take advanced level positions in public health or matriculate in public health and other doctoral programs upon graduation.
 - Of the 12 program graduates, 4 matriculated in doctoral programs in public health, 2 went on to medical school, 2 went on for post-doctoral training in preventive medicine and infectious diseases, 1 joined the Peace Corps, 1 became a project director on a CDC tobacco grant, and 2 continued to work part-time in public health after starting families.

1999-2002

Co-Investigator; Principal Investigator, Sharon Mannheimer; National Institutes of Health/NIDA; 1RO1DA12363-01; HIV-Related Therapeutics in Drug Users; \$1,766,836 over 3 years.

- Designed the theoretical framework (Transtheoretical Model Stages of Change – Prochaska and DiClemente) for this Randomized Controlled Trial to increase patient adherence to HIV care and treatment in over 300 HIV positive patients at Harlem Hospital Center.
- Translated theoretical constructs into practical strategies for use in the clinical setting (located at the Infectious Disease Clinic at Harlem Hospital).

EDUCATIONAL CONTRIBUTIONS

DEPARTMENT OF SMS AND MSPH TEACHING EXPERIENCE & RELATED RESPONSIBILITIES

Spring 2022 P6728.002 Health Promotion: Theories, Research and Practice. 32 students enrolled.
P8766 Designing Needs and Assets Assessments in Public Health. 21 students enrolled.
P8787 Advanced Intervention Design. 14 students enrolled.
P8708 SMS Master's Thesis. 85 students enrolled.

Fall 2021 P6051 Public Health Interventions - 2 unique classes on public health theories, taught twice each for incoming cohort of MSPH MPH students (~400 students)
P8707 SMS Thesis Proposal. 86 students enrolled.

Spring 2021 P6728.002 Health Promotion: Theories, Research and Practice. 27 students enrolled.
P8766 Designing Needs and Assets Assessments in Public Health. 25 students enrolled.
P8787 Advanced Intervention Design. 19 students enrolled.
P8708 SMS Master's Thesis. 86 students enrolled.

Fall 2020 P8707 SMS Thesis Proposal. 92 students enrolled.

P6051 Public Health Interventions - 2 unique classes on public health theories, taught twice each for incoming cohort of MSPH MPH students (~400 students)

Spring 2020 P6728.001 Health Promotion: Theories, Research and Practice. 38 students enrolled.
P8766 Designing Needs and Assets Assessments in Public Health. 26 students enrolled.
P8787 Advanced Intervention Design. 16 students enrolled.
P8708 SMS Master's Thesis. 94 students enrolled.

Fall 2019 P6051 Public Health Interventions - 2 unique classes on public health theories, taught twice each for incoming cohort of MSPH MPH students (~400 students)
P8707 SMS Thesis Proposal. 95 students enrolled.

Spring 2019 P6728.001 Health Promotion: Theories, Research and Practice. 36 students enrolled.
P8766 Designing Needs and Assets Assessments in Public Health. 34 students enrolled.
P8787 Advanced Intervention Design. 29 students enrolled.

Fall 2018 P6051 Public Health Interventions - 2 unique classes on public health theories, taught twice each for incoming cohort of MSPH MPH students (~400 students)

Spring 2018 P6728.001 Health Promotion: Theories, Research and Practice. 27 students enrolled.
P8766 Designing Needs and Assets Assessments in Public Health. 23 students enrolled.
P8787 Advanced Intervention Design. 21 students enrolled.

Fall 2017 P6051 Public Health Interventions - 2 unique classes on public health theories, taught twice each for incoming cohort of MSPH MPH students (~400 students)

- Spring 2017** P6728.002 Health Promotion: Theories, Research and Practice (formerly titled Theories in Public Health Research and Practice). 30 students enrolled.
P8766 Designing Needs and Assets Assessments in Public Health. 40 students enrolled.
P8787 Advanced Intervention Design. 29 students enrolled.
- Spring 2016** P6728.002 Health Promotion: Theories, Research and Practice (formerly titled Theories in Public Health Research and Practice). 24 students enrolled.
P8766 Designing Needs and Assets Assessments in Public Health. 28 students enrolled.
P8787 Advanced Intervention Design. 17 students enrolled.
- Spring 2015** P6728.002 Theories in Public Health Research and Practice. 40 students enrolled.
P8766 Designing Needs and Assets Assessments. 39 students enrolled.
P8787 Advanced Intervention Design. 31 students enrolled.
- Spring 2014** P6728.002 Theories in Public Health Research and Practice. 35 students enrolled.
Redesigned and taught P8766 Designing Needs and Assets Assessments in Public Health. 35 students enrolled.
P8787 Advanced Intervention Design. 35 students enrolled.
- Spring 2013** P6728.001 Theories in Public Health Research and Practice. 11 students enrolled.
P6728.002 Theories in Public Health Research and Practice. 15 students enrolled.
P8787 Advanced Intervention Design. 17 students enrolled.
- Spring 2012** P8787 Advanced Intervention Design. 21 students enrolled.
- Spring 2011** P8787 Advanced Intervention Design. 37 students enrolled.
- Fall 2011** P6728.001 Theories in Public Health Research and Practice. 23 students enrolled.
P6728.002 Theories in Public Health Research and Practice. 21 students enrolled.
- Spring 2010** P8787 Advanced Intervention Design. 35 students enrolled.
- Fall 2010** P6728.001 Theories in Public Health Research and Practice. 61 students enrolled.
P6728.002 Theories in Public Health Research and Practice. 62 students enrolled.
- Spring 2009** P8787 Advanced Intervention Design. 30 students enrolled.
- Fall 2009** Redesigned and taught a new 3-credit course, P6728 Theories in Public Health Research and Practice. 40 students enrolled.
- Spring 2008** P8787 Advanced Intervention Design. 46 students enrolled.
- Fall 2008** P6728 Theories That Promote Health. 42 students enrolled.
- Spring 2007** Designed and taught a new 4-credit course, P8787 Advanced Intervention Design. 9 students enrolled.

- Fall 2007** P6728 Theories That Promote Health. 43 students enrolled.
- Spring 2006** P8772 Planning and Implementing Health Promotion Programs. 17 students enrolled.
- Fall 2006** **Redesigned** and taught new course, P6728 Theories That Promote Health specifically designed to address theory-related ASPH Core Competencies for Health Promotion MPH graduates). 19 students enrolled.
- Fall 2004** P8772 Planning and Implementing Health Promotion Programs. 10 students enrolled.
- Fall 2003** P8772 Planning and Implementing Health Promotion Programs. 9 students enrolled (1 returning student who did not complete course in 2001)
- Fall 2002** P8772 Planning and Implementing Health Promotion Programs. 10 students enrolled.
- Fall 2001** P8772 Planning and Implementing Health Promotion Programs. 21 students enrolled.
- Spring 2000** P6727 Preventive Health Behavior, Team taught with Cheryl Merzel, DrPH. 11 students enrolled.
- Fall 2000** Redesigned and taught new section of P8772 Planning and Implementing Health Promotion Programs. 10 students enrolled.
- Spring 1999** P6727 Preventive Health Behavior, Team taught with Cheryl Merzel, DrPH. 19 students enrolled.

SEMINARS AND TUTORIALS

- Spring 2008** 2-credit tutorial on designing multi-level interventions with Neda Dowlatshahi, MPH student in the Department of SMS.
- Summer 2006** 3-credit tutorial on Intervention Mapping with Julie Piotrowski, MPH student in the Department of SMS.
- Spring 2006** 3-credit tutorial on Intervention Mapping with H. Daniel Castellano, DrPH student in the Department of SMS.
- Spring 2003** Mini seminar series, Overview of Designing and Evaluating Evidence-Based Interventions, for Fogarty Fellowship Program, 3 students enrolled. Department of Epidemiology.
- Spring 2002** Mini seminar series, Overview of Designing and Evaluating Evidence-Based Interventions, for Fogarty Fellowship Program, 4 students enrolled. Department of Epidemiology.

ACADEMIC ADVISING FOR MPH HEALTH PROMOTION & OTHER SMS STUDENTS

2021-2022 Second Year SMS and/or HP Students: Emily Aidoo, Avani Bhatnagar, Celine Chan, Casey Chu, Allyson Crinklaw, Uriel De Monteverde, Adrianna Grinder, Valeria Hernandez Munoz, Bianca Hsueh, Lauren Kenney, Oscar Kohut, Erik Krause, Meera Kumanan, Olivia Langley, Saehee Lee, Marguerite LeLaurin, Carrie Scherder, Allison Torsiglieri, Hye Won Yoon

First year SMS or HP Students: Alan Chen, Tom Devine, Riki Eijima, Gabrielle Farland, Elliott Golden, Gila Goldstein, Arielle Gross, Ciel Groves, Samantha Hom, Rebecca Kaufman, Katie Kong, Jazmin Lopez, Nicholas Martinez, Ty Fierce Metteba, Rachael Metz, Ravali Mukthineni, Charlotte Murphy, Quyen Nguyen, Meenakshi Reher-Kelkar, Yasmin Salazar, Isabel Slingerland, Sara Suzuki, Madelyn Young

2020-2021 Second Year SMS or HP Students: Olivia Balderes (part-time), Sila Adhiningrat, Kimberly Feehan, Shelby Gordon, Brittany Hale, Kristyne Hong, Renee Iglesias, Ava Kamb, Wendy Liu, Shivani Mishra, Hedda Nguyen, Maria Alejandra Paniagua-Avila, Jacqueline Saltarelli, Brittney Sweetser, Yara Tashkandi, Denita Utami

First year HP students: Emily Aidoo, Avani Bhatnagar, Celine Chan, Casey Chu, Allyson Crinklaw, Uriel De Monteverde, Adrianna Grinder, Valeria Hernandez Munoz, Bianca Hsueh, Lauren Kenney, Oscar Kohut, Erik Krause, Meera Kumanan, Olivia Langley, Saehee Lee, Marguerite LeLaurin, Carrie Scherder, Allison Torsiglieri, Hye Won Yoon

2019-2020 Second Year SMS or HP Students: Olivia Balderes (part-time), Danielle Barrasse, Humza Bashir, Luisa Cardenas, Caroline Cook, Darlene Dsouza, Emily DuBartell, Grace Gao, Camille Genecand, Noah Goetzel, Norma Gonzalez, Yesenia Grijalva, Saif Hasan, Kristen Janousek, Christina Lee, Seunggun Lee, Nicole Levy, Carla Menezes, Anisa Mian, Diya Nag, Harini Padmanaban, Alex Phillips, Christina Pinto, Eliz Rivera Torres, Cesar Robes-Martinez, Alexis Smith, Theresa Umoren, Olivia Wilker, Rachel Zive

First year HP students as of December, 2019: Sila Adhiningrat, Kimberly Feehan, Shelby Gordon, Brittany Hale, Kristyne Hong, Renee Iglesias, Ava Kamb, Wendy Liu, Shivani Mishra, Hedda Nguyen, Maria Alejandra Paniagua-Avila, Jacqueline Saltarelli, Brittney Sweetser, Yara Tashkandi, Denita Utami

2018-2019 Second Year SMS or HP Students: Nana Ekua Adenu-Mensah, Harmony Arcilla, Leah Daly, Edessa David, Amelia Edwards, Nicole Evancho, Selena Gonzalez, Julia Herskovic, Kayla Hutchings, Kavita Iyer, Deanna Jiang, Julia Keim, Leora Klachkin, Natalie Kucharik, Nora Landis Shack, Ayodele Parker, Tabitha Ramotwala, Olivia Shabash, Brittany Smith, Valeria Tsai, Mary Walsh

First year HP students as of December, 2018: Olivia Balderes (part-time), Danielle Barrasse, Humza Bashir, Luisa Cardenas, Caroline Cook, Darlene Dsouza, Emily DuBartell, Grace Gao, Camille Genecand, Noah Goetzel, Norma Gonzalez, Yesenia Grijalva, Saif Hasan, Kristen Janousek, Christina Lee, Seunggun Lee, Nicole Levy, Carla Menezes, Anisa Mian, Diya Nag, Harini Padmanaban, Alex Phillips, Christina Pinto, Eliz

Rivera Torres, Cesar Robes-Martinez, Alexis Smith, Theresa Umoren, Olivia Wilker, Rachel Zive

2017-2018 Second Year SMS or HP Students: Mayela Arana, Marj Berman, Sarah Chew, Ellie Epstein, Eman Faris, Paige Franklin, Sae Han, Grace Herndon, Jenai Jackson, Nandini Kannan, Kalie Kehoe, Samantha Khandakji, Sarah Kimball, Suzanne Kirkendall, Sarah Kuruvilla, July Merizier, Kellie Morris, Dalena Nguyen, Itohan Omorodion, Chelsea Redman, Jennifer Reich, Sara Scheineson, Nitasha Sharma, Samiha Sherif, Navjot Singh, Laura Sisson, Jacqueline Wall, Johnny Wylie

First year HP students as of December, 2017: Nana Ekua Adenu-Mensah, Harmony Arcilla, Leah Daly, Edessa David, Amelia Edwards, Nicole Evancha, Selena Gonzalez, Julia Herskovic, Kayla Hutchings, Kavita Iyer, Deanna Jiang, Julia Keim, Leora Klachkin, Natalie Kucharik, Nora Landis Shack, Ayodele Parker, Tabitha Ramotwala, Olivia Shabash, Brittany Smith, Valeria Tsai, Mary Walsh

2016-2017 Second Year SMS or HP Students: Megan Bradley, Samantha Cinnick, Allison Colucci, Catherine Dinh-Le, Melissa Donze, Benjamin Greenberg, Meredith Jones, Seema Keswani, Timothy Le, Chloe Mullarkey, Gina Orlando, Sarah Paliani, Lauren Rustowicz, Laura Seusan, Sammie Tang, Emily Winer, Emma Zang-Schwartz, Caitlin Zuehlke

First year HP students as of December, 2016: Mayela Arana, Marj Berman, Sarah Chew, Ellie Epstein, Eman Faris, Paige Franklin, Sae Han, Grace Herndon, Jenai Jackson, Nandini Kannan, Kalie Kehoe, Samantha Khandakji, Sarah Kimball, Suzanne Kirkendall, Sarah Kuruvilla, July Merizier, Kellie Morris, Dalena Nguyen, Itohan Omorodion, Chelsea Redman, Jennifer Reich, Sara Scheineson, Nitasha Sharma, Samiha Sherif, Navjot Singh, Laura Sisson, Jacqueline Wall, Johnny Wylie

2015-2016 Second Year SMS or HP Students: Emanuela Acquafredda, Cindi Azuogu, Allison Bautista, Babi Bose, Laura Brotzman, Kelly Cheung, Carly Clemons, Caraline Craig, May Erouart, Michele Gilbert, Iris Guo, Samantha Herbert, David Hiti, Natalie Joseph-Pauline, Veronica Junghahn, Jane Lee, Shevonnie Lewin, Laurie Massry, Savannah North, Azure Nowara, Lauren Payton, Jillian Racoosin, Elizabeth Rich, Brittany Sigler, Anna Tan, Michelle Truong, Lisa Tse, Anna Van Slyke, Leahy Winter, Jennifer Wong

First year HP students as of Sept, 2015: Megan Bradley, Samantha Cinnick, Allison Colucci, Catherine Dinh-Le, Melissa Donze, Benjamin Greenberg, Meredith Jones, Seema Keswani, Timothy Le, Chloe Mullarkey, Gina Orlando, Sarah Paliani, Lauren Rustowicz, Laura Seusan, Sammie Tang, Emily Winer, Emma Zang-Schwartz, Caitlin Zuehlke

2014-2015 Second Year SMS or HP Students: Alyssa Berkowitz, Camila Bernal, Stephanie Bogdewic, Catherine Brayton, Alexandra Caccamo, Carrienne Crummett, Christina Curell, Patricia Dayleg, Elizabeth Feinstone, Stephany Fong, Sandeep Gill, Naina Gupta, Joanna Jacob, Alexandra Kamler, Marisa Kleinman, TramAhn Lai, Genevieve Lalanne, McKenzie Largay, Jia Lu Lin, Noora Majid, Njideka Motanya, Heather Mui, Melissa

Nuccio, Michael Oshiro, Janet Pan, Celeste Russell, Hannah Sabbagh, Nadia Safaeinili, Stephanie Seller, Kellie Spilman, Clare Viglione, Shuang Wu, Alexandra Zenoff

First year HP students: Emanuela Acquafredda, Cindi Azuogu, Allison Bautista, Babi Bose, Laura Brotzman, Kelly Cheung, Carly Clemons, Caraline Craig, May Erouart, Michele Gilbert, Iris Guo, Samantha Herbert, David Hiti, Natalie Joseph-Pauline, Veronica Junghahn, Jane Lee, Shevonnie Lewin, Laurie Massry, Savannah North, Azure Nowara, Lauren Payton, Jillian Racoosin, Elizabeth Rich, Brittany Sigler, Anna Tan, Michelle Truong, Lisa Tse, Anna Van Slyke, Leahy Winter, Jennifer Wong

2013-2014 Second Year SMS or HP Students: Melissa Bernstein, Emilie Gladstone, Monica Gould, Sindhura Gummi, Danielle Gurr, Christina Kyriakos, Grace Lee, Mathew Lee, Rachel Leep, Sarah Macleod, Nicole Moodhe, Zachary Peters, Hannah Sommer, Lauren Uhler, Hope Yates

First year HP students: Alyssa Berkowitz, Camila Bernal, Stephanie Bogdewic, Catherine Brayton, Alexandra Caccamo, Carrienne Crummett, Christina Curell, Patricia Dayleg, Elizabeth Feinstone, Stephany Fong, Sandeep Gill, Naina Gupta, Joanna Jacob, Alexandra Kamler, Marisa Kleinman, TramAhn Lai, Genevieve Lalanne, McKenzie Largay, Jia Lu Lin, Noora Majid, Njideka Motanya, Heather Mui, Melissa Nuccio, Michael Oshiro, Janet Pan, Celeste Russell, Hannah Sabbagh, Nadia Safaeinili, Stephanie Seller, Kellie Spilman, Clare Viglione, Nayoung Woo, Shuang Wu, Alexandra Zenoff

2012-2013 Kimberly Bryan, Shintien Cheng, Briana Ferrigno, Alison Koler, Caitlin Manchester, Nicole Bannister, Jaclyn Clenney, Anna Gaysynsky, Melissa Bernstein, Emilie Gladstone, Monica Gould, Sindhura Gummi, Danielle Gurr, Natalia Heredia, Erica Irvin, Leslie Kwan, Christina Kyriakos, Grace Lee, Mathew Lee, Rachel Leep, Erica Levine, Sarah Macleod, Nicole Moodhe, Korin Parrella, Vivian Peng, Zachary Peters, Christine Raper, Rebecca Rapoport, Angana Roy, Suzanne Schwechter, Hannah Sommer, Sara Wee, Lauren Uhler, Hope Yates

2011-2012 Whitney Ale, Jenna Block, Kimberly Bryan, Shintien Cheng, Jane Crair, Briana Ferrigno, Alison Hamburg, Susan Higbee, Alison Koler, Caitlin Manchester, Katherine Paul, Lauren Salmo, Jennifer Schindler, Lisa Schulman, Nina Shabbat, Sunoz Soroosh, Tracy Walsh, Karent Zorogastua, Nicole Bannister, Jaclyn Clenney, Mayo Djakaria, Joanna Eisman, Anna Gaysynsky, Jessica Goldband, Alison Hamburg, Natalia Heredia, Leslie Kwan, Erica Levine, Shoshanna Levine, Sarah Macleod, Sarah Mahmood, Korin Parrella, Denise Pong, Christine Raper, Rebecca Rapoport, Emma Rosenbluth, Angana Roy, Suzanne Schwechter, Hannah Sommer, Sara Wee, Margaret Wurth, Lauren Uhler

2010-2011 Whitney Ale, Jenna Block, Kimberly Bryan, Shintien Cheng, Jane Crair, Julie Feldman, Briana Ferrigno, Paulette Giambalvo, Alison Hamburg, Susan Higbee, Alison Koler, Caitlin Manchester, Marissa Nemirofsky, Joseph Nicholson, Katherine Paul, Katherine Randle, Jessica Richman, Holly Sachs, Lauren Salmo, Jennifer Schindler, Lisa Schulman, Nina Shabbat, Sunoz Soroosh, Tracy Walsh, Karent Zorogastua

- 2009-2010** Catherine Addei-Maanu, Whitney Ale, Allison Bagin, Kirby Bumpus, Shintien Cheng, Julie Feldman, Paulette Giambalvo, Rick Gustave, Diane Hepps, Nicole Iny, Wendie Klapper, Justin Knox, Alison Koler, Caitlin Manchester, Vernique Montrose, Marissa Nemirofsky, Joseph Nicholson, Julie Pearson, Katherine Randle, Brennan Rhodes, Jessica Richman, Brittani Robinson, Holly Sachs, Janet Schauben, Lisa Schulman, Tamara Taggart, Andrea Thomas, Karent Zorogastua
- 2008-2009** Catherine Addei-Maanu, Geysil Arroyo, Allison Bagin, Kirby Bumpus, Ines Cano, Heather Carman, Laura Chertkow, Andrea Dunne-Sosa, Ashley D’Uva, Julie Feldman, Anjanette Ferris, Paulette Giambalvo, Honoria Guarino, Rick Gustave, Diane Hepps, Nicole Iny, Wendie Klapper, Justin Knox, Andrea Lumm, Aviva Meyerowitz, Marissa Nemirofsky, Joseph Nicholson, Julie Pearson, Katherine Randle, Brennan Rhodes, Jessica Richman, Brittani Robinson, Holly Sachs, Janet Schauben, Dina Shapiro, Tamara Taggart, Andrea Thomas, Mutsa Tongoona, Maritza Valenzuela, Abigail Williams
- 2007-2008** Catherine Addei-Maanu, Evelyn Addo, Megan Affrunti, Geysil Arroyo, Ines Cano, Heather Carman, Stephanie Chamberlin, Neda Dowlatshahi, Andrea Dunne-Sosa, Ashley D’Uva, Julie Feldman, Anjanette Ferris, Paulette Giambalvo, Rick Gustave, Deborah Hughes, Claire Jean-Simon, Emmelyn Kim, Wendie Klapper, Denise Leung, Andrea Lumm, Ana Marchena, Jermel McGaskey, Aviva Meyerowitz, Jennifer Nugent, Julie Piotrowski, Katherine Randle, Janet Schauben, Dina Shapiro, Tamara Taggart, Andrea Thomas, Mutsa Tongoona, Maritza Valenzuela, Rubiahna Vaughn, Abigail Williams
- 2006-2007** Evelyn Addo, Megan Affrunti, Geysil Arroyo, Stephanie Chamberlin, Shaira Daya, Eileen Demicco, Andrea Dunne-Sosa, Eva Eroy-Reveles, Anjanette Ferris, Jill Gallin, Deborah Hughes, Claire Jean-Simon, Andrea Lumm, Aviva Meyerowitz, Tongoona Mutsa, Jennifer Nugent, Gabriel Pietrzak, Julie Piotrowski, Dina Shapiro, Janet Taylor, Rubiahna Vaughn
- 2005-2006** Robin Ackley, Reena Agarwal, Jocelyn Apicello, Shaira Daya, Anjanette Ferris, Jill Gallin, Claire Jean-Simon, Hsiao Liu, Mark Liu, Gabriel Pietrzak, Julie Piotrowski, Janet Taylor
- 2004-2005** Robin Ackley, Jocelyn Apicello, Hsiao Liu, Gabriel Pietrzak, Janet Taylor, Mann Dela Cruz, Mark Liu
- 2003-2004** Heidi Arner, Megan Block, Mann Dela Cruz, Cassandra Fink, Jennifer Fink, Steffanie Goodman, Nealia Khan, Christine Kim, Laura Kozek, Alyssa Kramer, Kelly Lenze, Laura Levin, Mark Liu, Peyton Mason, Lela Mayers, Rhonda Miller, Lindsay Rosen, Juliana Stein, Andrea Clare Villanti, Rehka Viswanathan
- 2002-2003** Yma Andries, Heidi Arner, Catherine Becker, Megan Block, Michelle Castro, Mann Dela Cruz, Cassandra Fink, Karen Granville, Raquel Griffith, Mallory Jones, Bridget Kelly, Nealia Khan, Purvi Kobawala Smith, Laura Kozek, Alyssa Kramer, Maria Teresa Lechuga, Kelly Lenze, Mark Liu, Ana Marchena, Peyton Mason, Lela Mayers, Rhonda Millar, Desiree Minott, Diana Puccerella, Andrea Clare Villanti, Rehka Viswanathan, Lisa Weiss

- 2001-2002** Yma Andries, Catherine Becker, Megan Block, Michelle Castro, Victoria Cronin, Naumi Feldman, Karen Granville, Raquel Griffith, Mallory Jones, Bridget Kelly, Nealia Khan, Purvi Kobawala Smith, Laura Kozek, Alyssa Kramer, Maria Teresa Lechuga, Kelly Lenze, Mark Liu, Stacia Maher, Ana Marchena, Lela Mayers, Desiree Minott, Michelle Odlum, June O'Garro, Camille Parara, Kai Pittman, Diana Puccerella, Andrea Clare Villanti, Lisa Weiss
- 2000-2001** Ligia Andor, Yma Andries, Catherine Becker, Evelyn Cantillo, Michelle Castro, Alexandra Chan, Victoria Cronin, Sarah Evers, Naumi Feldman, Karen Granville, Raquel Griffith, Robin Hennessy, Lucretia Jones, Mallory Jones, Bridget Kelly, Azadeh Khalili, Nealia Khan, Alyssa Kramer, Kelly Lenze, Maria Teresa Lechuga, Stacia Maher, Tom Mammo, Desiree Minott, Marjorie Momplaisir, Michelle Odlum, June O'Garro, Karen Patterson, Sallie Anne Petrucci, Kai Pittman, Diana Puccerella, Anne Quinn, Rachel Spierling Stone, Lisa Tarallo, Bernadette Tillmon, Zandraetta Tims, Teresa Tokarska, Ugochukwu Uwaoma, Louise Walshe, Lisa Weiss, Vanessa Woog
- 1999-2000** Catherine Becker, Sarah Evers, Naumi Feldman, Robin Hennessy, Lucretia Jones, Azadeh Kahalili, Maria Teresa Lechuga, Tom Mammo, Michelle Odlum, June O'Garro, Karen Patterson, Sallie Anne Petrucci, Kai Pittman, Anne Quinn, Rachel Spierling Stone, Lisa Tarallo, Bernadette Tillmon, Zandraetta Tims, Teresa Tokarska, Ugochukwu Uwaoma, Louise Walshe, Lisa Weiss
- 1998-1999** Lucretia Jones, Michelle Odlum, Jisoo Park, Teresa Tokarska (first cohort of DL MPH students from NYCDOHMH)

FIRST READER/SPONSOR ON MPH STUDENTS' MASTERS INTEGRATIVE PROJECTS/THESES

- MAY 2022** Avani Bhatnagar - Demystifying Anxiety among First-Generation South Asian-American Young Adults and their social referents: A 2-Pronged Intervention Proposal for Anxiety Morbidity and Mortality Mitigation in Edison, New Jersey
- Erik Krause - A Multilevel Intervention for STI Reduction in Young People Living in New York City"
- Carrie Scherder - Eat to Thrive! - A Multilevel Intervention to Address Subclinical Eating Disorders among Columbia Female Undergraduates
- May 2021** Olivia Balder - Assessing Recruitment Site Preparedness for Re-contact of Research Participants with Potentially Actionable Genetic Findings in a National Pediatric Kidney Cohort
- Andrew Fabiano (not completed)*
- Renee Iglesias - Empowering Sexual and Gender Minorities Through Resources About HPV (ESRAH) A Multilevel Intervention Proposal to Increase HPV and Cervical Cancer Prevention Behaviors Among Sexual Minority Women and Nonbinary Individuals Assigned Female at Birth

Wendy Liu - Assessing the Individual and Environmental Factors Influencing Increased Morbidity and Mortality from Non-Communicable Diseases Among Undocumented Chinese Restaurant Workers in NYC

Gabrielle Marczak - Assessing the Factors That Influence Morbidity and Mortality from Asthma Among Children Aged 5-11 Living in Bronx NYCHA Public Housing

Shivani Mishra - What We Have Learned: Assessing the Sociopsychological Factors that Determine the High Morbidity and Mortality from Covid-19 among the Hispanic/Latino Elderly Aged 65+ Living in New York City.

Catharine Parker - Digital Inclusion as a Prerequisite to Labor Market Inclusion for Justice-Involved Individuals Post-COVID-19: A Digital Literacy Training Program

May 2020

Luisa Cardenas – Assessing the Factors That Influence Morbidity and Mortality From Stress-Related Mental Disorders, Such as Anxiety and Depression, Among Undocumented Mexican Immigrant Male Adults in New York City

Darlene D’Souza - Barriers to Stress Management and Stress Coping Among Students and Columbia University’s Morningside Campus: A Needs Assessment Proposal to Inform Interventions at Columbia Health

Emily DuBartell - Addressing Morbidity and Mortality Related to Type 2 Diabetes Control Among Low-Income Patients in the NYC Health + Hospitals/Kings County Primary Service Area: A Needs Assessment Proposal Using Step 1 of Intervention Mapping

Norma Gonzalez – “Escapando el laberinto” (Escaping the Labyrinth) A preliminary needs assessment on Latinx second-generation immigrants aged 18-25 in South Texas: Informing mental health advocacy efforts and mental health advocates

Saif Hasan - Addressing Childhood Obesity in Preadolescent Children in Trenton, New Jersey Through Schools and Family-based Interventions: A Proposal

Kristen Janousek - A Healthy Next Generation NYCHA Addressing Increased Morbidity from Overweight and Obesity Among Young Children Living in Public Housing in the Bronx, New York Through the Application of the WELL Building Standard

Alexis Smith - “What’s Your Role” – A Multilevel Intervention Proposal for Type 2 Diabetes Management in Rural Alabama

May 2019

Nana Adenu-Mensah - A Systems-Level Intervention Proposal for Type 2 Diabetes Self-Management in Deschapelles Haiti

Leah Daly - A Preliminary Needs Assessment on the Determinants and Health Effects of Chronic Stress Within the Transgender Community in New York City

Edessa David - A Service Learning Immersion Trip to Puerto Rico for MPH Students

from Columbia University Mailman School of Public Health

Selena Gonzalez - A Tale of Two New York Cities: Crisis of the Chronically Homeless in the City of Dreams

Julia Herskovic - Investing in Our Future: Needs Assessment Informing Mental and Physical Health Interventions for the BeWell Health & Wellness Program for New York City Adolescents

May 2018 Mayela Arana – Partnerships for Early Childhood Development: Community Needs and Assets Assessment Informing Efforts in Primary Care to Facilitate Social Service Referrals in New York City

Ellie Epstein – Prosecution’s Black Box: A Socioecological Approach to Understanding Overcharging

Eman Faris – Increasing Compliance and Enforcement of Smoke Free Housing Policy in Affordable Housing

Paige Franklin – Enforcing Smoke Free Policy in NYC Public Housing: A Bi-Level Intervention to Reduce Non-Compliance with Smoke Free Policy in New York City Public Housing

Suzanne Kirkendall – Growing well: An mHealth Intervention to Prevent Childhood Overweight and Obesity

Kellie Morris – Training Needs for Primary Care Physicians: Needs Assessment Informing the Training of Primary Care Physicians in Opioid Abuse Prevention

Jennifer Reich – A Web-based Intervention to Increase Treatment Adherence Among Adolescent Girls with Anorexia Nervosa

May 2017 Melissa Donze – SIF NYC: A Tri-Level Intervention to Reduce Injection Opioid Overdoses and Overdose-Related Deaths among Adults in New York City

Benjamin Greenberg – Guidance for Growing Pains: Designing a Multi-Level Intervention for Cystic Fibrosis Patients Going Through the Transition to Adulthood Using Intervention Mapping

Chloe Mullarkey – Strengthening Families Inside and Out NYC: An Intervention to Address Mental Health Concerns of NYC Adolescents who Experience Parental Incarceration

Sarah Paliani – Informing the Development of a Differentiated Service Delivery Model for Adolescents Living with HIV in Kisumu, Kenya

May 2016 Emanuela Acquafredda – See NYC: An Intervention to Increase Correct and Continued Wearing of Eyeglasses among New York City Children Enrolled in Community Schools

Michele Gilbert – A Plan to Improve Transportation, Air Quality, and Health Equity in the City of São Paulo, Brazil

Laurie Massry - Stopping Pesticide-Related Issues in New York (SPINY): A Multi-Level Intervention to Address Pesticide Exposure among Farmworkers in New York State

Savannah North - Girls Rising: An Intervention to Decrease the Incidence of Early Marriage among Adolescent Girls in Dhaka, Bangladesh

Azure Nowara - Healthy Hoods: Building Health by Building Community: An Intervention to Decrease and Prevent Overweight and Obesity among Preadolescent Girls Residing in Public Housing in Harlem, NY

Anna Tan - Don't Let Life Get You Down: Using an Intervention Mapping Model to Reduce Incidence of Falls in African American Senior Citizens in Harlem

May 2015 Tiffany Archuleta – Fighting Veteran Obesity: Pretesting the Move Toward Your Goals (MTG) Intervention at the VA New York Harbor Healthcare System (NYHHS)

Carrienne Crummet – Eat It NYC! An Intervention Mapping Approach to Decrease Obesity Among Women in the South Bronx

Sandeep Gil – De Ambiente Para Todos (De Ambiente for Everyone): Applying Intervention Mapping to Design an Intervention to Prevent HIV/STDs among Spanish-speaking LGBTQ Youth in Santa Clara County, CA

Janet Pan – Multi-level Intervention to Decrease Childhood Obesity Rates in Male Adolescents Aged 12-17 in the Bronx

Hannah Sabbagh – The IMMunize-R Campaign Increasing the Uptake of Timely MMR Vaccination in California: An Intervention Proposal

Kellie Spilman – No Such Number, No Such Zone: Effectively Applying the Promise Zone Model to Memphis Tennessee

Sheryl Thomas – Diabetes Prevention in the New Jersey Malayalee American Community a Needs Assessment towards Performance of Prevention Behavior

May 2014 Grace Lee – Sign UP! for Health Care: Increasing Young Adult Enrollment in the Health Insurance Under the Affordable Care Act

May 2013 Briana Ferrigno – Get Your Game On: A Social Marketing Campaign for the Digital Health Scorecard

Erica Levine – Cardiovascular Disease Prevention among Black Adults in North Carolina: An Intervention Mapping Approach to Lower Rates of Uncontrolled Hypertension

Christine Raper – Life's a PEACH (Parents, Educators, and preAdolescents for Children Health): A Theory-Guided and Evidenced-Based Tri-Level Intervention to Decrease Preadolescent Obesity in Hudson Heights of Northern Manhattan

Hina Syed – The New York City Area Coordinator Model: Collaboration, Coordination, and Communication to Increase Emergency Preparedness in Nursing Homes

Marissa Strassberger – Berhenti: Advocating for Tobacco Control in Indonesia an Intervention Mapping Approach Towards Curbing Nicotine Dependence Among Male Teenagers in Indonesia

Sara Wee – "Why Doesn't She Just Leave?" Systems Change Strategy to Reduce Intimate Partner Violence Homicides

May 2012 Jane Crair - TEEN HEED (Help Educate to Eliminate Diabetes) -- A Multi-level Intervention to Decrease the Incidence of Type 2 Diabetes among Adolescents in East Harlem

Sarah Mahmood - STARS: Sustaining Tobacco Avoidance through Reinforcement and Support A Theory-Based, Multi-Level Intervention for the Prevention of Postpartum Relapse in the South Bronx

Caitlin Manchester - Sickle Cell Speaks: A Multilevel Intervention to Improve Mental Health Wellbeing and Care for Teens with Sickle Cell Disease

Denise Pong - Bridging the Disconnect: A Tri-level Intervention to Decrease Incidence of Type 2 Diabetes among Youth in Lower Washington Heights

Tracy Walsh - The Probation Officer, Adolescent, and Caregiver Health Exchange (PACE): Applying the Intervention Mapping Program Planning Model to Develop an Ecological Web-Based HIV/STI Prevention Intervention for Youth on Probation

May 2011 Alison Chaikittirattana - Bringing the NYC DOE School Wellness Policies to East Harlem Secondary Schools: A Dissemination and Implementation Plan developed using the Intervention Mapping Framework

Sumeetha Goli Hock - BAM (Babies and Mothers) Against Smoking! A Theory-Based, Multi-Level Intervention for the Prevention of Postpartum Relapse in Queens

Ayesha Ghosh - South Asians Increasing Healthy Actions Together (SAIHAT) -- A Theory-Guided, Multilevel Intervention to Decrease the Incidence of Type 2 Diabetes among South Asian residing in Jackson Heights, Queens, NYC

Donna Mitrani - I'm Not Lovin It: Regulating Food Marketing Targeting U.S. Children & Adolescents through a Policy-Level Obesity Intervention

Ilana Vasser - STAY Positive (Supporting Treatment Adherence in Youth): A Multilevel, Theory-Guided Intervention to Increase Highly Active Antiretroviral Therapy Adherence Among HIV-Positive Adolescents in New York City

Jenifer Zanzonico - Choosing Appropriate Mechanisms to Reduce Perceived Undergraduate Student Stress (CAMPUS): A Theory-Guided, Multi-level Intervention of Decrease Levels of Perceived Stress among Undergraduate College Students at a Mid-Sized Public American University

May 2010 Theresa Argondezzi - Stop Stroke with SMARTS (Self-Management through Access to Resources, Training, and Support): A Theory-Guided, Multilevel Intervention for Secondary Stroke Prevention in Northern Manhattan

Nicole Iny - Building Organizational Objectives for Managers and Employees to Reach and Achieve New Goals (BOOMERANG) & Baby Boomers at Work: A Multi-Level Worksite Health Promotion Program to Address Prevalence of Chronic Diseases and Associated Risk Factors among Baby Boomers

Jason Kwong - Regulation in Chronic Hepatitis B Needs Education & Social Support (RICHNESS) A Theory-Guided, Tri-Level Intervention for the Treatment of Chronic Hepatitis B among Asian Immigrants in New York City

Jessica Mark - Triggers that Reinforce Unhealthy Eating and Exercise Habits (TRUE): A Theory- and Evidence-Based Intervention for Behavioral Self-Management Using Informatics Tools

Elizabeth Reynolds - TOUCH: Technology Organizes and Unites Community Health: A Proposed Tri-Level, Theory-Guided, Intervention to Improve the Implementation of an Electronic Health Record into a Community Primary Care Practice in New York City

May 2009 Karin Aebersold - Addressing Access to Healthy Food and Physical Activity Outlet Disparities in East Harlem, New York City: An Ecological Approach

Margaret Bradley - A Community-Based Hypertension Control Intervention for African Americans in Atlanta, GA - An Intervention Mapping Approach

Heather Carmen - A Proposed Intervention to Reduce Vascular Risk Factors among Stroke Survivors and their Family Members: Families SUPPORT/Apoyo Familiar (Stroke survivors Unite for Positive Power on Risk reduction Together)

Jolene Lalas - A Multi-level Intervention to Prevent Teen Dating Violence among Middle School Students in New York City

Shannon Limjuco - A Theory-guided, Multi-level Intervention to Address Parental Concerns About Vaccine Safety and Childhood Immunization

Karmen Louie - A B Free CEED Intervention to Increase Hepatitis B Health Promoting Behaviors Among Chinese American Restaurant Workers in New York City

Deepali Maheshwari - Developing an Internet-based Multi-level Intervention to Promote Breast Cancer Screening among Asian Indian Women in the United States

Lindsay Zucker – A Multi-level Intervention to Improve the Diet and Physical Activity Levels of Children Ages 5 to 19 and Their Parents in Three Neighborhoods in New York City

Feb 2009 Andrea Lumm – A High School-Based Health Promotion Program to Decrease Sexually Transmitted Infections

May 2008 Stephanie Chamberlin – International NGOs in Coalitions for Health Systems: a Framework for Enhancing Evaluations and Health Impacts Through Organizational Change

Claire Jean-Simon – Changing the Environment for the Elderly in Nursing Homes in New York State: A Proposed Intervention to Increase Resident Autonomy and Quality of Life in New York State Nursing Homes

Ashley Mevi – Multilevel Approach to Increasing Tobacco Cessation among HIV-Positive Smokers in New York City

Tiffin Pastor – “Heart 2 Heart”: A Proposed Program to Improve Patient-Provider Communication For Diverse Populations with Acute Cardiac Symptoms in Emergency Rooms in New York City

Oct 2007 Sara Riese – Translating Intervention Mapping into Local Capacity Building for the Enhancement of Current and Future PMTCT Programs in Burkina Faso

May 2007 Jo Applebaum – Redesigning a Model of Group Prenatal Care for a Community Health Center

Gabriel Pietrzak – UNICEF India: Using PRECEDE/PROCEED Model to Establish Objectives for Incorporating Neonatal Health Services in the IMCI Program

Julie Rathwell – Harlem Heart Health: An Intervention Mapping Approach to Reducing Obesity and Overweight among Central Harlem’s Youth

Nadir Wright – A Theory-Based Revision of the NYC School Wellness Project: An Application of Intervention Mapping

Oct 2006 Gemma McDonald - A Health Initiative Proposal: A Mental Health Skills Training Workshop For the Imams of Bay Ridge, Brooklyn

Mark Liu - Preventing Dental Caries in 3 to 5 year olds in Washington Heights

May 2006 Rebecca Gallo - Hepatitis C Prevention among Homeless Drug Users: A Health Initiative

- May 2005** Sheryl Trager - A Proposal to Design, Implement and Evaluate A New York City Department of Health and Mental Hygiene Employee Blood Pressure Control and Education Program
- Oct 2004** Simone Porter - The Mother to Child Transmission (MTCT)-Plus Peer Educator Program: Program Description & Analysis
- May 2004** Ashley Capps - A Health Education Program to Improve Living with Lymphedema
- Shelly Moore - Developing an Ecological Oral Health Promotion Intervention for Homeless Families
- Mary Tyler - A Guide to Building and Sustaining International Public Health Coalitions: Implications for the Mother to Child Transmission (MTCT)-Plus Initiative's African Women's Leadership Network
- Feb 2004** Alyssa Kramer - Bullyieve in Yourself: An Anti-bullying Intervention for New York City Elementary School Students
- Jessica DiPaolo - Strength in Numbers: Proposed Program to Reduce Eating Disorder Risk Through Enhanced Self-esteem and Nutritional Guidance in Pre-adolescent Girls
- May 2003** Daniel Avery - A Ticket to Better Health: The Teen Health Passport
- Mallory Jones - Prevention of Childhood Lead Poisoning in Immigrant Communities
- Beth Syat - Overcoming Physicians' Obstacles in Preventing, Assessing, and Treating Overweight and Obesity: Message Dissemination through a City Health Newsletter
- Feb 2003** Bridget Kelly - A Theory and Evidence Based Program for the Prevention of Obesity in Children
- Purvi Kobawala Smith - Community Based Human Papilloma Virus Screening
- Diana Puccerella - Healthy Choices for Northern Manhattan: A Community-Based, Multi-Level Obesity Prevention Intervention
- Oct 2002** Catherine Becker - A Communications Plan Targeting Patient Participation in the Strategic Management of Antiretroviral Therapy Study
- Daniel Geller - A Violence Prevention Program Proposal for Gay Youth in a New York City Secondary School in Central Harlem
- May 2002** Naomi Feldman - HIV-Positive Asians and Pacific Islanders and Their Access to Primary Care Services: A Needs Assessment Study
- Beth Filiano - The Importance of Public Health Practice: A Revision of the Department of Sociomedical Science's Practicum Policy and Procedure

Bonnie Levings - Preparing Communities in Uganda for an AIDS Vaccine Clinical Trial: Achieving Meaningful Community Involvement

Victoria Shaw Cronin - Memorial Sloan-Kettering Cancer Center Patient's Guide: Simulation for Radiation Therapy

Patricia Stern - A Child Advocacy Center Approach to the Co-Existence of Child Abuse and Domestic Violence

Lisa Weiss - Breast Cancer Prevention and Women's Magazines: Can Women Rely on Magazines for Accurate, Consistent Information about How to Reduce Breast Cancer

May 2001 Anne Quinn - A Communication Plan Targeting Clinician Participation in The Strategic Management of Antiretroviral Therapy Study

Feb 2001 Rachel Spierling - A Needs Assessment of a New Jersey Boarding High School: Key Health and Social Problems

Oct 2000 Ugochukwu Uwaoma - The Role of Social Support Interventions in the Directly Observed Therapy Program for Tuberculosis at Harlem Hospital Center

May 2000 Rina Katazwa - Protection and Prevention: A Comprehensive HPC/Cervical Cancer Program for Young Hispanic Women in the South Bronx

Feb 2000 Katsura Tsuno - The Potential Role of Direct-to-Consumer Advertisement in Improving Public Health Information

SECOND READER MPH STUDENTS' MASTERS INTEGRATIVE PROJECTS/THESES

May 2005 Jessica Halverson - Sensitizing Providers to Non-Medical Aspects of Obesity.

Feb 2005 Grace Cho - Do "Activities Beyond Sports" Increase Physical Activity Levels of High School Students?

May 2004 Kruti Shastri - Considering Contextual Factors in the Planning and Implementation of Health Promotion Programs

Feb 2004 Maureen Cozine - Engaging High School Students in Efforts to Cover the Uninsured

May 2003 Saba Jerald - Faith-based HIV Testing, Counseling and Referral Initiatives: Three Cases

May 2001 Joanna D'Affliti - In Pursuit of Fuller Humanity: An Empowerment-based Health Promotion Program for Healthy Start Consumers

Oct 2000 Karen Patterson - Risk Assessment of Domestic Violence Among Recently Immigrated Filipina-American Women in Filipina-American Marriages: A Survey Design

INDEPENDENT REVIEWER FOR MPH STUDENTS' MASTERS INTEGRATIVE PROJECTS/THESES (THESES

BLINDED AFTER 2008)

May 2007 Miryah Morris – Research Proposal for Assessment of Stigma, Food Dependency, and Social Support in HIV-Positive Individuals After Enrollment in Food Supplementation Program in Sauri, Kenya

May 2006 Ann Boonn - Madison Avenue Makes Us Feel Better: A Comparison Between Proprietary Medicine, Advertisements and Direct-to-Consumer Prescription Drug Advertisements

Mindy Hu - Evaluation of a Community-Based Intervention to Increase Physical Activity: Shape-Up New York.

DEPARTMENT OF SMS ADMINISTRATIVE EXPERIENCE & RELATED RESPONSIBILITIES (2000-2022)

2019-2022

Deputy Chair Master's Program, Department of SMS, CU MSPH

- Managing Admissions
 - Application review
 - School-wide admissions committee meetings
 - Outreach to admitted students
 - Recruitment events
 - Communication with prospective students
- Teaching P8707 and P8708, Master's Thesis Proposal and SMS Master's Thesis
- Managing the Teaching Schedule
- Organizing/Leading Student Events
 - Working with Andrea Constancio to coordinate and/or lead several events for students during the academic year (i.e. New Student Orientation, Alumni Panel, Practicum Mixer)
- Chairing the SMS Curriculum Committee
- Overseeing the MS Degree program
- Miscellaneous

2014-2022

Associate Director of Education, Lerner Center for Public Health Promotion, Department of SMS

- Attending routine Center meetings
- Assisting in planning annual Center education and training programs and other Center activities

2006-2022

Director, MPH Health Promotion Track/Certificate in Health Promotion Research and Practice
Department of SMS, CU MSPH

- Co-creating and implementing, on an annual basis a first-year second-year HP Buddy System.
- Facilitating the dialogue between instructors in sequential HP courses and instructors teaching different sections of the same course.
- Serving as advisor to all students in the Certificate.

- Conducting active recruitment (attend recruitment events, answer emails, meet with potential students, provide brief talks at open house-type fora) of potential MPH applicants in coordination with the Academic Program Coordinator, and the CU MSPH Office of Student Affairs.
- Editing the Department of SMS MPH Student Handbook and the biennial School Bulletin.
- Maintaining communications with all students in the Certificate via email (regarding events, job opportunities, seminars, etc.) and in person to discuss HP related issues.
- Initiating improvements in the academic program.
- Writing letters of recommendation for Certificate students and graduates of the program when requested.

2000- 2006

Practicum Director, Department of SMS

- Designed the practicum system for the Department of SMS (this system was used as a model for the October 2002 and 2010 Council on Education for Public Health (CEPH) accreditation review process and as a model for the development of the Department of Epidemiology's practicum system).
- Wrote and updated on an annual basis Academic Advising of MPH Students: A Manual for Faculty Advisors (continued this work until 2008)

PUBLICATIONS

ORIGINAL, PEER REVIEWED ARTICLES

Schiavo, R., Arana, M., Grijalva, Y., Ravenhall, S., DiManno, M. & **Murrman, M.** Building Capacity for Population Health Improvement during COVID-19 and Beyond: Understanding Emerging Needs, Opportunities and Challenges to Engage NonGovernmental Population Health Professionals in New York State. *Health Promotion Practice*, March 2021.

Ravenhall, S., Levy, N., Simpson, K., Fleming, M., Arana, M., DiManno, M., Grijalva, Y. **Murrman, M.** (2021). New York state local health department preparedness for and response to the COVID-19 pandemic: An in-progress review. *Journal of Public Health Management and Practice*. (Available online April 2021).

Bernstein, M. F., Cinnick, S. E., Franzosa, E., Murrman, M. K., & Freudenberg, N. (2019). Rationale and Design of Distance-Based Training to Persuade Local Health Department Employees that Addressing Social Determinants of Health Is Their Job, Too. *Journal of Public Health Management and Practice*, 25(5), 448–453. <https://doi.org/10.1097/PHH.0000000000000827>

Courtenay-Quirk, C., Selenic, D., Lahuerta, M., Kassa, G., **Murrman, M.**, & Bock N. (2016). Development of an intervention to increase occupational post-exposure prophylaxis in sub-Saharan Africa. *Journal of the Association of Nurses in AIDS Care*, 27(5), 727-730. <https://doi.org/10.1016/j.jana.2016.06.004>

van Loggerenberg, F., Grant, A.D., Naidoo, K., **Murrman, M.**, Geniah, S., Gengiah, T.N., ... Adbool Karim, S.S. (2015), Individualised motivational counselling to enhance adherence to antiretroviral therapy is not superior to didactic counselling in South African patients: Findings of the CAPRISA 058 randomised controlled trial. *AIDS and Behaviour*, 19(1), 145-156.

- Middleton, L., Smith, J., Chabela, A., Howard, A., **Murrman, M.**, & El-Sadr, W. (2014). Fostering the nursing/midwifery workforce in sub-Saharan Africa. *Annals of Global Health*, 80(3), 170-171.
- Millery, M., Hall, M.V., Eisman, J., & **Murrman, M.K.** (2014). Using innovative instructional technology to meet training in public health: A design process. *Health Promotion Practice*, 15(1 suppl), 39S-47S. doi: 10.1177/1524839913509272
- Badner, V., Ahluwalia, K.P., & **Murrman, M.K.**, Sanogo, M., Darlington, T., Edelstein, B.L. (2010). A competency-based framework for training in advanced dental education: Experience in a community-based dental partnership program. *Journal of Dental Education*, 74(2), 130-139.
- Kunzel, C., Kaur, S., Ahluwalia, K., Darlington, T., Kularatne, P., Burkett, S., Hou, D., Sanogo, M., & **Murrman, M.K.**, Edelstein, B. (2010). Considering theory-based reflection in the service-learning training of advanced education in general dentistry (AEGD) residents. *Journal of Dental Education*, 74(1), 58-64.
- Dohrn, J., Nzama, B., & **Murrman, M.K.** (2009). The impact of HIV scale-up on the role of nurses in South Africa: Time for a new approach. *Journal of Acquired Immune Deficiency Syndromes*, 52, S27-S29.
- Qureshi, K.A., Gershon, R.R., Merrill, J.A., Calero-Breckheimer, A., **Murrman, M.**, Gebbie, K.M., ... Sherman, M. (2004). Effectiveness of an emergency preparedness training program for public health nurses in New York City. *Family & Community Health*, 27(3), 242-249.
- Lockshin, M.D., Reinitz, E., Druzin, M.L., **Murrman, M.K.**, & Estes, D. (1984). Lupus pregnancy: Case-control prospective study demonstrating absence of lupus exacerbation during or after pregnancy. *American Journal of Medicine*, (77), 893-898.
- Meenan, R.F., Goldenberg, D.L., **Murrman, M.K.**, & Cohen, A.S. (1982). An evaluation strategy for rheumatology education. *Arthritis and Rheumatism*, (25), 92-97.

TRAINING MANUALS

- The Charles P. Felton National Tuberculosis Center at Harlem Hospital. (1999). *Tuberculosis training for the international medical graduate*. New York, NY: El-Sadr, W.M., Bower, B.L., Fujiwara, P.I., & **Murrman, M.K.**
- The Charles P. Felton National Tuberculosis Center at Harlem Hospital. (1999). *Tuberculosis: Six Case Studies*. New York, NY: El-Sadr, W.M., **Murrman, M.K.**, Bower, B.L., Perlman, D.C., Gany, F., Saiman, L., Souffrant, G.C.

WHITEPAPER

- Levy, N., Simpson, K., Fleming, M., Ravenhall, S., Murrman, M. (2021, March). New York State Local Health Department Preparedness For And Response To Covid-19: An in-progress review. [White Paper]. New York State Association of County Health Officials (NYSACHO).

Moser, K., Arnold, J., Caballero, J., Gany, F., **Murrman, M.K.**, & Tribble, P. (1999). Workgroup 5: International medical graduates/providers serving foreign-born patients position paper. In *The Strategic Plan for Tuberculosis Training and Education 1999-2003*. Atlanta, GA: A joint project of The Francis J. Curry Nat. TB Center, The Charles P. Felton Nat. TB Center at Harlem Hospital, The NJ Medical School Nat. TB Center; Supported by the Centers for Disease Control and Prevention (CDC), Division of TB Elimination (DTBE).

GUIDELINES

Pigg, J., **Murrman, M.K.**, Viellion, G., et al. (1983). Outcome standards for rheumatology nursing practice. *American Nurses Association Publications, MS-12*, i-ii, 1-10.

WEB-BASED PUBLISHED CONTINUING EDUCATION MODULES – 2003-2022

Results from annual training needs assessments (supported by the Health Resources and Services Administration as part of their continuing Public Health Training Centers' Program) conducted on New York, New Jersey, Puerto Rico and US Virgin Islands public health workers from 2003 through 2022 consistently show that workers prefer web-based trainings to be structured in short modules (less than 1 hour) that do not have to be completed in one sitting. Therefore, all of the web-based modules designed by the prior HRSA-funded New York New Jersey Public Health Training Center, the New York City-Long Island-Lower Tri-County Public Health Training Center and the current Region 2 Public Health Training Center (all described previously under Past Grants and Active Grants) are divided into free-standing modules that allow participants to stop and re-enter the modules at their convenience.

The modules are offered continuously, and can be accessed 24 hours a day through the current Center's website located at <http://region2phtc.org/> and the modules are also hosted on TRAIN, the nation's largest learning management system (LMS) for public health related education and training. Select trainings are also hosted on the New York State Department of Health's LMS, "NYLearnsPH," as well as the New York City Department of Health and Mental Hygiene's (NYCDOHMH) LMS, "HealthNet." These programs function in all standard web browsers and do not require plug-ins. The programs are interactive and rely on databases in the server the Center uses to host its website; for this reason, the programs must be taken while the user is online, and cannot be reproduced on a CD or DVD.

To assure content accuracy, relevance, and quality, as well as user accessibility, the Region 2 Public Health Training Center reviews posted trainings every 3-5 years. In 2015 nineteen (19) online continuing education programs developed by the formerly funded New York New Jersey Public Health Training Center and five (5) additional modules developed by the formerly funded New York City-Long Island-Lower Tri-County Public Health Training Center (NYC-LI-TC PHTC) were reviewed to assess their current relevance for the public health workforce and evaluate whether continued listing on (or sun-setting off) the Region 2 Public Health Training Center website is appropriate. The review process was and continues to be based on a set of adapted standards in the "Quality Matters Continuing and Professional Education Rubric, Second Edition" (www.qualitymatters.org). The five (5) trainings from the NYC-LI-TC PHTC have been updated based on the results of the review process to improve user experience, accessibility, and mobile responsiveness. In June of 2020 the Region 2 Public Health Training Center reviewed thirty-one (31) webinars and six (6) asynchronous self-study modules. This current review looked at webinars and self-study programs created from April 2014 through August of

2016. This review we utilized two primary tools the [CDC Quality Training Standards](#) and the [Quality Standards for Training and Delivery](#). As a result of this process the Center sunset 13 Webinars and updated 4 self-paced modules due to Adobe Flash Player compatibility.

A selection of web-based training modules created by the HRSA-funded New York New Jersey Public Health Training Center, the New York City-Long Island-Lower Tri-County Public Health Training Center and now the Region 2 Public Health Training Center are briefly described below, along with program completion data. All training modules developed via a Public Health Training Center under the direction of Dr. Marita Murrman have been completed more than 178,000 times between 2003 and March 2021. This number includes more than 5,500 school nurses from the NYCDOHMH, Office of School Health who have completed the asthma and health equity modules as of March 2021.

Strategic Skills Training Series

Subject Matter Experts – Nikolaos Linardopoulos, Sylvia Pirani, Emil Sadloch, Helen dePinho, Nicholas Freudenberg

Number of Modules: 4

Module Titles:

- 1) Strategic Skills Training Series: Introduction to Systems Thinking
<https://www.train.org/main/course/1085866/>
- 2) Strategic Skills Training Series: Introduction to Change Management
<https://www.train.org/main/course/1085867/>
- 3) Strategic Skills Training Series: Introduction to Persuasive Communication
<https://www.train.org/main/course/1085869/>
- 4) A Systems Approach to Understanding Childhood Obesity
<https://www.train.org/main/admin/course/1085870/>
- 5) Change Management: How Leadership can Support Staff during Crises
<https://www.train.org/main/course/1092117/>
- 6) An Overview of the Policy Process in Public Health and the Need for Systems Thinking
<https://www.train.org/main/course/1092141/>
- 7) Problem Identification in the Policy Process and How Systems Thinking Fits In
<https://www.train.org/main/course/1092144/>
- 8) Assessing Your Audience for More Effective Cross-Sector Collaboration
<https://www.train.org/main/course/1092182/>
- 9) Reducing Obesity and Diet-Related Diseases by Limiting Predatory Marketing of Unhealthy Food
<https://www.train.org/main/course/1092112/>

Launch Date: Modules 1-4 June 28, 2019, Modules 5-9 June 30, 2021

Completion #s as of March 29, 2021:

- Module 1 – 115
- Module 2 – 215
- Module 3 – 83
- Module 4 – 276
- Module 5 – 78
- Module 6 – 53
- Module 7 – 22

- Module 8 – 29
- Module 9 – 84

Continuing Education credit offered: Each module offers 1.0 CHES and 1.0 CPH

The Strategic Skills Training Series aims to prepare public health leaders and the public health workforce to develop the practices and competencies associated with being a Chief Health Strategist. The modules in this series use the community health improvement planning process to introduce the learner to the basics of the following four strategic skills areas. Through these introductory modules public health professionals will be able to:

- Explain what a complex adaptive system is and consider the events, patterns, and structures related to a complex problem
- List key systems thinking habits to develop and explain how mental models impact the way we perceive a problem
- Identify instances where key theories of persuasion can be applied in a public health context
- Describe how to assess elements of key theories of persuasion to create a persuasive argument
- Analyze and assess barriers to change in a community and how change impacts individuals and organizations
- Describe the role of leadership communicating and managing change
- Describe public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels.
- Describe different stakeholders with the power to address childhood obesity
- Explain how local health departments (LHDs) can use systems thinking approaches while planning intersectoral initiatives to reduce inequities in childhood obesity
- Describe how to incorporate these strategic skills in practice to address major public health crises

Modules 5-9 in this series build upon the case study approach that was utilized with the introductory modules and provides applicable examples for public health professionals as they develop the strategic skills and take on the role of a chief health strategist. After completing the modules in this series, public health professionals will be able to:

- Explain key elements of the adaptive leadership model
- List the 4 dimensions of change readiness and list questions to be raised under each dimension
- Describe how a planned change initiative can be implemented using Kotter's 8-step model
- Explain the role of policy engagement in public health
- Describe how policy is understood in a Public Health 3.0 context
- Define the role of a public health agency in policy making
- List ways that systems thinking concepts and tools can strengthen the policy process
- Explain Stage One of the policy making process i.e., Problem Identification
- Describe how Systems Thinking tools and approaches can help visualize a problem
- Describe how Systems Thinking tools and approaches can help define the boundaries of a problem
- Define an audience analysis
- List approaches to audience analysis
- Describe how to conduct an audience analysis based on situational characteristics
- Describe how to conduct an audience analysis based on demographic characteristics

- Describe how to conduct an audience analysis based on audience disposition and motivation
- Define targeted and predatory marketing.
- Distinguish between different types of predatory marketing, with examples.
- Describe digital media avenues used for predatory marketing.
- Explain how targeted marketing of unhealthy food leads to negative health outcomes, particularly for certain populations.
- Describe ways to increase awareness of predatory marketing in communities.
- Describe how local, state and federal governments can regulate predatory marketing.
- List at least 2 actionable strategies for communities to decrease predatory marketing practices.
- List 3 policy measures that could be taken to limit predatory marketing of unhealthy food at the city/local, state OR national level.

Collective Impact Training Series

Subject Matter Expert – Bill Barberg, President, Insightformation, Inc.

Number of Modules: 2

- Module Titles:
- 1) Collective Impact Part 1: Common Agenda and Shared Measures
<https://www.train.org/main/course/1082197/>
 - 2) Collective Impact Part 2: Mutually Reinforcing Activities, Continuous Communication, and Backbone Support
<https://www.train.org/main/course/1082314/>

Launch Date: August 31, 2018

Completion #s as of March 29, 2021:

- Module 1 – 65
- Module 2 – 46

Continuing Education credit offered: Each module offers 1.0 CHES and 1.0 CPH

This module series is an introduction to the Collective Impact framework. In these modules, participants gain an understanding of what Collective Impact is, how it can be used to advance public health initiatives, and the five conditions of the framework. Through a combination of these two modules, public health professionals will be able to:

- Define Collective Impact.
- Compare the characteristics of Isolated and Collective Impact approaches.
- Define Common Agenda, the first condition of Collective Impact.
- Describe the purpose and structure of a strategy map.
- Define Shared Measures, the second condition of Collective Impact.
- List two best practices for the Shared Measures condition.
- Identify some ways a community organization could provide assists to a Collective Impact project.
- Describe a key practice for the Continuous Communication condition.
- List the elements of Backbone Support for a Collective Impact project.
- Describe how technology-based tools can affect Collective Impact efforts.

School Health Nurse Diabetes Training Series

Subject Matter Experts – Leadership level, NYCDOHMH, School Health

Number of Modules: 6

Module Titles:

- 1) Story of Diabetes: <https://www.train.org/main/course/1080100>
- 2) Pathophysiology of Diabetes: <https://www.train.org/main/course/1080102>
- 3) Understanding the Numbers: <https://www.train.org/main/course/1080103>
- 4) Diabetes Treatment Drugs and Technology:
<https://www.train.org/main/course/1080104/>
- 5) DMAF (only on HealthNet)
- 6) Achieving Optimal Diabetes Control and Self-Management:
<https://www.train.org/main/course/1080106>

Courses were launched on the NYC DOHMH Learning Management System on May 18, 2018 and on TRAIN on August 29, 2018.

Completion #s from TRAIN.org as of March 29, 2021:

- Module 1 – 312
- Module 2 – 274
- Module 3 – 273
- Module 4 – 163
- Module 5 – NA
- Module 6 – 484

Continuing Education credit offered: Each module offers 1.0 CHES

The Region 2 PHTC developed this training series on diabetes for School Nurses in the NYC Public School System in partnership with the Office of School Health at the New York City Department of Health and Mental Hygiene. Through the combination of these six modules, nurses will be able to define and describe:

- The evolution of how diabetes was understood and treated
- The basics of glucose metabolism, the role of insulin and glucagon, ketones and ketosis, type 1 vs. type 2 diabetes, and diabetes prevalence
- The importance of blood glucose values, A1C testing, ketone testing, and diabetes management adjustments
- Blood glucose values, A1C testing, ketone testing, and diabetes management adjustments
- The factors in diabetes control, team approaches to diabetes case management, developing a diabetes case management plan, and assessing students diabetes skill level

Data-Based Decision Making Series

Subject Matter Experts – Michael Medvesky, Former NYS DOH Employee

Number of Modules: 2

Module Titles:

- 1) Data-Based Decision-Making Using Data to Intervene for Maternal and Child Health - Part One in a Series
- 2) Data-Based Decision-Making Using Data to Intervene for Maternal and Child Health - Part Two in a Series

URL:

- 1) <https://www.train.org/main/course/1077254/>
- 2) <https://www.train.org/main/course/1077399/>

Launch Date: August 31, 2017

Completion #s as of March 29, 2021:

- Module 1 – 272
- Module 2 – 210

Continuing Education credit offered: Each module offers 1.0 CHES and 1.0 CPH

The purpose of this training is to inform public health professionals how to use data to shape needs assessments, develop public health programs, and provide a framework for program evaluation. In Part One of this series, learners will take advantage of readily available data sources to begin planning and implementing a successful health program related to issues in maternal and child health using Columbia County, NY as a case study. In Part Two of this series, learners will take advantage of readily available data sources to explore interventions and programs to address public health issues in maternal and child health using Columbia County, NY as a case study.

School Health Nurse Asthma Training Series

Subject Matter Experts – Leadership level, NYCDOHMH, School Health

Number of Modules: 4

Module Titles:

- 1) Overview of Asthma
- 2) Assessment of Asthma
- 3) Responding to an Asthma Episode in the Medical Room
- 4) Case Management of Students with Asthma

URL:

- 1) <https://region2phtc.org/portfolio/overview-of-asthma/>
- 2) <https://region2phtc.org/portfolio/assessment-of-asthma/>
- 3) <https://region2phtc.org/portfolio/responding-to-an-asthma-episode-in-the-medical-room/>
- 4) <https://region2phtc.org/portfolio/case-management-of-students-with-asthma/>

Launch Date: August 2016

Completion #s as of March 29, 2021:

- Asthma module 1 – 465
- Asthma module 2 – 587
- Asthma module 3 – 288
- Asthma module 4 - 276

Continuing Education credit offered: Each module offers 0.5 CNE

The Region 2 PHTC developed this training series on asthma for School Nurses in the NYC Public School System in partnership with the Office of School Health at the New York City Department of Health and Mental Hygiene. Through the combination of these four modules, nurses will be able to define and describe:

- Basic information about asthma, such as symptoms, effects, and risk factors

- Five steps in conducting an effective asthma assessment
- Three key factors in responding to an asthma episode
- Four goals of nursing case management and standards of care in relation to asthma

Social Movements in Public Health

Subject Matters Experts – James Colgrove, PhD and Merlin Chowkwanyun, PhD, CU MSPH and Peggy Shepard, WE ACT for Environmental Justice, Harlem, NY

Number of Modules: 1

Module Title: Social Movements in Public Health

URL: <https://region2phtc.org/portfolio/social-movements-in-public-health/>

Launch Date: August 2016

Total Completers: 534 as of March 29, 2021

Continuing Education credit offered: 0.5 CHES and 1.0 CPH

Social movements throughout US history have brought about positive changes in economic conditions, environmental protections, and human rights that have directly or indirectly affected population health. It is important for public health professionals to understand the relationship between social movements and public health and how that relationship can be harnessed to improve health outcomes. This video provides examples of the wide range of social movement strategies and approaches that have been used in U.S. history and discusses the challenges that these movements have faced. Finally, this video details how WE ACT For Environmental Justice of West Harlem in New York City has successfully approached deteriorating environmental conditions and health inequalities.

Strategies to Advance Health Equity Modules

Subject Matter Experts – Nicholas Freudenberg, DrPH and Emily Franzosa, Dr.PH, City University of New York School of Public Health and Health Policy

Number of Modules: 7

- Module Titles:
- 1) Strategies to Advance Health Equity: How Health Departments Can Promote Living Wages**, <https://region2phtc.org/portfolio/moving-public-health-practice-upstream-a-case-study-on-the-minimum-wage/>
 - 2) Strategies to Advance Health Equity: Understanding and Influencing Corporate Practices of Alcohol, Tobacco, and Food and Beverage Industries to Promote Health**, <https://region2phtc.org/portfolio/moving-public-health-practice-upstream-how-public-health-can-take-on-the-alcohol-tobacco-and-food-and-beverage-industries/>
 - 3) Strategies to Advance Health Equity: How Health Departments Can Use Countermarketing to Address Tobacco, Alcohol and Unhealthy Food**;
<https://region2phtc.org/portfolio/strategies-to-advance-health-equity-countermarketing/>
 - 4) Strategies to Advance Health Equity: How Health Departments Can Protect the Health of Immigrants**;
<https://region2phtc.org/portfolio/strategies-to-advance-health-equity-immigration-health/>
 - 5) Strategies to Advance Health Equity: How Health Departments Can Grow a Healthy Public Food Sector**;
<https://region2phtc.org/portfolio/strategies-to-advance-health-equity-health-public-food-sector/>

- 6) Strategies to Advance Health Equity: State and Local Health Departments' Role in Improving Food Access among Immigrants**;
<https://www.train.org/main/course/1077882/>
- 7) Strategies to Advance Health Equity: State and Local Health Departments' Role in Building Pathways to Higher Education
<https://www.train.org/main/course/1080444/>

**Modules 1-6 of this series are Certified Quality through the Public Health Learning Navigator, an initiative of the Public Health Learning Network (PHLN) and National Network of Public Health Institutes (NNPHI).

Launch Dates: 1) August 2016
 2) August 2016
 3) July 2017
 4) August 2017
 5) August 2017
 6) May 2018
 7) September 2018

Completers: 2,028 as of March 29, 2021

Continuing Education Credit offered: Each module offers/will offer 1.0 CHES and 1.0 CPH

“Strategies to Advance Health Equity: How Health Departments Can Promote Living Wages” introduces learners to the social determinants of health, or the structures and economic systems that shape patterns of wellness and illness. These can be considered “upstream” causes of health that then influence downstream factors like obesity and teen pregnancy. Upstream factors are broad, deeply entrenched in our society, and can appear daunting to change. While public health often focuses on individual-level health behaviors, this approach requires a high level of effort from the targeted individual and has little influence on widespread population health. Health departments are increasingly moving upstream to tackle the core issues that affect the communities they serve.

In “Strategies to Advance Health Equity: Understanding and Influencing Corporate Practices of Alcohol, Tobacco, and Food and Beverage Industries to Promote Health,” learners are guided through how tobacco and alcohol use and the consumption of unhealthy foods and beverages are all major causes of preventable deaths and disease in the U.S. and around the world. While individuals are responsible for the use and consumption of these substances, this module emphasizes how public health can take a new approach to this issue: by changing the ways that the tobacco, alcohol, and food industries currently promote their products and make a profit at the expense of community health.

The module “Strategies to Advance Health Equity: How Health Departments Can Use Countermarketing to Address Tobacco, Alcohol and Unhealthy Food” prepares public health professionals working in state and local health departments to develop or support the use of countermarketing strategies to reduce demand for tobacco, alcohol and processed foods high in sugar, salt and unhealthy fats. The session begins with a discussion of countermarketing as a public health strategy for reducing the use of tobacco, alcohol, and unhealthy food. Next, learners will explore the elements of countermarketing campaigns, and look at two health departments that have used them

successfully. Finally, learners will apply these strategies to think through a hypothetical countermarketing campaign, and plan how you might use them in your own work.

The module “Strategies to Advance Health Equity: How Health Departments Can Protect the Health of Immigrants” prepares public health professionals working in state and local health departments to develop or support health care, social services, and public health programs to protect the health of immigrants. This session begins with an introduction to immigration policy and its relationship to health as well as local strategies to protect immigrant health. Next, learners will explore three case studies that highlight real policy changes governments have implemented to create more immigrant inclusive communities. During these case studies, learners will have time to reflect on ways their organization can partner with government agencies to support immigration health.

In “Strategies to Advance Health Equity: How Health Departments Can Grow a Healthy Public Food Sector” public health professionals learn to develop or support food policy changes in their communities to encourage healthy food systems. The session begins with a discussion of why the public sector should be involved in developing policies around food and how local health agencies can lead the charge. Next, learners will learn about food system goals that can promote health and how to achieve those goals. Finally, learners will explore case studies that demonstrate how public health agencies have planned and implemented changes to their food systems.

The module “Strategies to Advance Health Equity: State and Local Health Departments' Role in Improving Food Access among Immigrants” allows public health professionals to explore the cultural, language, and legal barriers that influence immigrants’ living and working conditions and access to services, especially food programs that prevent food insecurity.

In “Strategies to Advance Health Equity: State and Local Health Departments’ Role in Building Pathways to Higher Education,” participants explore specifically how high school and college completion influence health and what prevents students from earning a degree. Also, learners review barriers that keep students from academic success, and the public health tools we have to break down those barriers. Lastly, learners look at real-world examples of how schools, governments, and health departments are working to help all students succeed.

Introduction to Health Equity at the New York City Department of Health and Mental Hygiene Subject Matter Experts – Leadership at the Center for Health Equity, NYCDOHMH

Number of Modules: 1

Launch Date: August 2016

Total Completers: 5,386 completed the training between July 1, 2018 and March 29, 2021

Continuing Education credit offered: Module is accredited for 1.0 CPH

The Center for Health Equity was founded at the New York City Department of Health and Mental Hygiene (NYC DOHMH) in 2014 to help refocus the efforts of all bureaus of NYC DOHMH around a health equity lens. This module is part of the new hire orientation training for NYC DOHMH, introducing the Center and the NYCDOHMH’s newly-adopted health equity approach. This module serves as a primer on health equity.

Public Health Confidential: The Basis for Keeping Business and Information Confidential in New York State

Subject Matter Experts – Leadership in Office of Public Health Practice / Workforce Development, New York State Department of Health

Number of Modules: 1

URL: <https://www.nylearnsph.com/Public/Announcements> (must have a NYLearnsPH Account to access)

Launch Date: August 31, 2015

Total Completers: 141 as of March 22, 2019

Continuing Education Credit offered: none; Certificate of Completion offered: Yes

The Public Health Confidential: The Basis for Keeping Business and Information Confidential in New York State module focuses on confidentiality practices at the New York State Department of Health and offers a discussion of related business practices that are likely to prove valuable in a variety of state and local government, public health and healthcare settings. This training helps learners understand how to ensure confidentiality and privacy in the course of their daily work at the New York State Department of Health (NYSDOH). Intended to build on the mandated course Privacy and Security of Health Information in New York State, this module discusses NYS' policies and procedures, including those in the NYSDOH Administrative Policy and Procedure Manual (APPM), as well as other policy and practices, both written and unwritten, that help ensure employees maintain confidentiality and privacy relevant to their work at NYSDOH.

“From Concepts to Practice: Health Equity, Health Inequities, Health Disparities, and Social Determinants of Health”

Subject Matter Expert – Melissa Bernstein, MPH – CU MSPH Region 2 PHTC

Number of Modules: 1

URL: <https://region2phtc.org/portfolio/from-concepts-to-practice/>

Launch Date: August 31, 2015

Total Completers: 4,429 as of March 29, 2021

Continuing Education Credit offered: 1.0 CHES and 1.0 CPH; Certificate of Completion offered: No

This module guides learners through the complex topics of health equity, health inequities, health disparities and social determinants of health. Learners begin by reviewing what determines health, then review the definitions of health equity, health inequities and health disparities. Learners are guided through interactive exercises to compare and contrast health disparities and health inequities. Learners are introduced to the social determinants of health as defined by Healthy People 2020, then prompted to identify examples from a list. The module then discusses what public health professionals can do to address the social determinants of health and ultimately achieve health equity through practice, introducing the Healthy People 2020 Objectives. Learners are then presented with 5 strategies: Place-based approach; Policy and cross-sector partnerships; Community engagement; Data and storytelling; Building community and organizational capacity. The module also includes a real-life practice example addressing a key social determinant of health: education. After the case study, learners are asked to identify which Healthy People 2020 Objective was addressed, and which strategies were used.

“Building Logic Models”

Subject Matter Expert – Mari Millery, PhD – CU MSPH NYC-LI-Lower Tri-County PHTC

Number of Modules: 1
URL: <https://www.train.org/main/course/1046367/>
Original Launch Date: August 30, 2013
Revision Dates: August 31, 2017; December 14, 2018
Total Completers: 166 as of March 29, 2021

Continuing Education Credit offered: 1.0 CHES, 1.0 CPH; Certificate of Completion offered: Yes

Learners are guided through the steps of building a logic model for a public health program. Learners begin in the left most column, inputs, then jump to the right-most column, the outcomes of the program. There are three different scenarios which learners can choose from to guide the logic model building process, ranging from simple to complex. Learners must correctly identify the components in the scenario that belong in the program’s logic model and enter those components into the appropriate place in the logic model framework. Upon completion of their logic model, learners are instructed to compare their model with the expert logic model. Learners can then create a logic model for another scenario. This module is ideal for those interested in practicing and enhancing their logic model building skills as part of designing and/or evaluating a program.

“Introduction to Qualitative Research”

Subject Matter Expert - Joanna Eisman, MPH – CU MSPH NYC-LI-Lower Tri-County PHTC

Number of Modules: 1
URL: <https://www.train.org/main/course/1046375>
Original Launch Date: August 23, 2013
Revision Dates: August 31, 2017; December 14, 2018
Total Completers: 498 as of March 29, 2021

Continuing Education Credit offered: 1.0 CHES, 1.0 CPH; Certificate of Completion offered: Yes

In this module, learners follow along with two staff members from the Huntsville Department of Health as they discuss key concepts in qualitative research and decide how to examine an underutilized program using qualitative methods. Learners are first introduced to quantitative and qualitative research, and which is best to use for which research objectives. Through interactive exercises and feedback, learners are taught the five main approaches to qualitative research: Narrative Research, Phenomenology, Ethnography, Grounded Theory and Case Study. They then explore the four main qualitative data collection methods, including the procedures and challenges associated with each. Learners are then presented with 3 different scenarios for which they need to choose the appropriate qualitative research data collection method.

“Introduction to Mixed Methods Research”

Subject Matter Expert – Eric Scrimshaw, PhD – CU MSPH

Number of Modules: 1
URL: <https://www.train.org/main/course/1046373>
Original Launch Date: August 23, 2013
Revision Dates: December 1, 2017; December 14, 2018

Total Completers: 205 as of March 29, 2021

Continuing Education Credit offered: 1.0 CHES, 1.0 CPH; Certificate of Completion offered: Yes

This module provides an in-depth explanation of the five main types of mixed methods designs: Exploratory, Explanatory, Convergent, Embedded/Nested, and Multiphase/iterative. It delves into how to match the appropriate design with the aims of a research question. Learners will be able to explain the implications of mixed methods designs on all aspects of a research design including the sampling, measuring and analysis by the conclusion of the module. Each mixed methods design is introduced, and then an example is provided to illustrate the design in action. Once the learner has navigated through each different mixed methods design, s/he is prompted to choose his/her own design based on the research question. The module then guides the learner through other design implications and the 7 most common methods for analyzing data from mixed methods designs. This module is geared toward public health professionals who want to gain a better understanding of the benefits of conducting mixed method research.

“Facilitating Focus Groups”

Subject Matter Expert- Diana Hernandez, PhD, CU MSPH

Number of modules: 1
URL: <https://www.train.org/main/course/1046370/>
Original Launch Date: August 23, 2013
Revision Dates: December 1, 2017; December 14, 2018
Total completers: 511 as of March 29, 2021

Continuing Education credit offered: 1.0 CHES, 1.0 CPH; Certificate of Completion offered: Yes

In this video-based module, learners sit in on a mock focus group and watch as the moderator models different techniques to carry out the focus group. The module introduces the different roles of individuals in the focus group including the moderator, note taker and participants. Learners are guided through the five considerations in planning a focus group: Group Composition, Recruitment, Location, Recording and Administration. Learners watch a mock focus group, with special attention to the moderator’s role and actions. As the focus group begins, learners see the moderator open the focus group, introduce the project, team and purpose. The moderator sets the ground rules and guiding principles for the focus group, then learners see the moderator lead an ice-breaker exercise and focus group participant introductions. The moderator models validation techniques, and other strategies to probe group members for clarity and deeper meaning, while encouraging group interactions and active conversation. As the focus group progresses, learners can see different techniques of engaging focus group participants, dealing with distractions and interruptions, and keeping the conversation flowing. Throughout the focus group, learners also hear about the experience from the focus group participants’ perspectives. The video concludes with the moderator wrapping up the focus group, and a final review of the techniques for facilitating a focus group that were discussed in the video.

“Advanced Program Evaluation”

Subject Matter Experts – University of Albany SPH partners

Number of modules: 1
URL: <https://www.train.org/main/course/1040919>

Launch date: September 14, 2012
Revision Date: December 1, 2017, December 14, 2018
Total completers: 360 as of March 29, 2021

Continuing Education credit offered: 1.0 CHES, 1.0 CPH; Certificate of Completion offered: Yes

**This training is Certified Quality through the Public Health Learning Navigator, an initiative of the Public Health Learning Network (PHLN) and National Network of Public Health Institutes (NNPHI).

Further building on the New York New Jersey PHTC's work in the area of program evaluation, the Center developed an advanced level module to teach higher level program evaluation skills for individuals who have previous knowledge of and experience in program evaluation. In this module, Learners take on the role of a staff member at the Middleton County Health Department which is tasked with helping to develop an evaluation plan for an obesity-prevention program recently launched in Middleton County. Using the CDC Program Evaluation Framework, Learners connect each step of the framework with a section of the evaluation plan, going into detailed discussion about: incorporating stakeholders, logic models and evaluation questions in the process; characteristics of different research designs for evaluation and considerations for choosing an appropriate design; options for data collection methods and sampling; and thinking through threats to validity. Additionally, the participant reviews strategies for conducting rigorous evaluations within constraints of budget, time and resources.

“Introduction to Qualitative Analysis with ATLAS.Ti”

Subject Matter Expert – Destiny Ramjohn, DrPH, CU MSPH

Number of Modules: 1
Module Titles: Qualitative Analysis with ATLAS.ti
URL: <https://www.train.org/main/course/1040920>
Original Launch date: September 14, 2012
Revised Date: December 1, 2017; December 14, 2018
Total completers: 199 as of March 29, 2021

Continuing Education credit offered: 1.0 CHES, 1.0 CPH; Certificate of Completion offered: Yes

One of the Center's key partner health departments (NYCDOHMH) indicated a need for focused training in the area of qualitative analysis for its mid- to upper-level research staff. Qualitative research produces rich, narrative data that requires both analysis and interpretation. In this module, Learners are guided through the basic steps of the analysis process: Organize, Reduce, and Describe. An interactive practice exercise accompanies each step. Following this discussion, ATLAS.ti is introduced as a computer assisted software package that can supplement and improve pen and paper coding processes. Learners follow instructional videos to learn how to use ATLAS.ti to manage large bodies of textual, graphical, audio and video data.

“Program Evaluation”

Subject Matter Experts – University of Albany SPH partners

Number of Modules: 3
Module Titles: 1) Program Development and Evaluation,
2) Introduction to Logic Models

3) Evaluating a Public Health Program

URLs: 1) <https://phtc-online.org/learning/?courseId=30&status=all&sort=group>
2) <https://phtc-online.org/learning/?courseId=29&status=all&sort=group>
3) <https://phtc-online.org/learning/?courseId=31&status=all&sort=group>

Launch Dates: 1) April, 2011
2) August, 2011
3) September, 2011

Total Completers: 14,387 as of June 30, 2018

Continuing Education Credit offered: Each module offers the following credits: 1 Category I CECH in health education; 1 CNE; 1 hour in Category One Continuing Medical Education credit towards the AMA/PRA Physician's Recognition Award, 1 hour in New Jersey Public Health CE credits; 1 general continuing education credit; Certificate of completion offered: Yes

Last date reviewed to assure information was current, relevant and accessible by the Region 2 Public Health Training Center: August, 2015

The Center developed an original online training module titled "Orientation to Program Evaluation." The series consists of three modules titled Program Development and Evaluation, Introduction to Logic Models and Focusing Evaluations for Public Health Programs.

Program Development & Evaluation is the first in the series. It deals with the development and evaluation of public health programs. This module guides the learner through the basic steps of program development, including identifying the problem, planning, implementing and evaluating the program. The latter part of the module explores both formative and summative evaluation, and why these components are so critical to the process.

Introduction to Logic Models is the second in the series. It deals with the development and evaluation of public health programs. This module serves as an introduction to logic models with information about why logic models are important, an explanation of the model components and real-world examples of how logic models are built.

Evaluating a Public Health Program is the last in the series. It deals with the development and evaluation of public health programs. This module serves as a comprehensive tutorial on the Evaluation of a Public Health Program. The process of Program Evaluation continues the use of pertussis reduction in Lakeshore County as an example program and utilizes the logic model developed in the "Introduction to Logic Models" module.

The primary focus of the module is to explore the six steps and the four standard groups in the Centers for Disease Control and Prevention's Framework for Program Evaluation. This framework represents all of the activities prescribed by the CDC in Program Evaluation, along with sensible guidance under the standards to aid in good decision-making.

"The Messenger Chronicles: Effective Communication Strategies for Difficult Conversations"
Subject Matter Experts – University of Albany SPH partners

Number of Modules: 5

Module Titles: 1) "Introduction & The Four C's"

	2) “Flex Time Fiasco”
	3) “Be Prepared Part 1”
	4) “Moving Towards Synergy”
	5) “Managing Stress and Time”
URLs:	1) https://phtc-online.org/learning/?courseId=24&status=all&sort=group
	2) https://phtc-online.org/learning/?courseId=25&status=all&sort=group
	3) https://phtc-online.org/learning/?courseId=26&status=all&sort=group
	4) https://phtc-online.org/learning/?courseId=28&status=all&sort=group
	5) https://phtc-online.org/learning/?courseId=32&status=all&sort=group
Launch Dates:	1) August, 2008
	2) October, 2008
	3) May, 2009
	4) October, 2009
	5) August, 2010
Total Completers:	6,757 as of June 30, 2018

Continuing Education Credit offered: “Introduction & The Four C’s” and “Flex Time Fiasco”: 0.5 Category I CECH in health education; 0.5 CNE; 0.5 hour in Category 0.5 Continuing Medical Education credit towards the AMA/PRA Physician’s Recognition Award. 0.5 hours in New Jersey Public Health CE credits; 0.5 general continuing education credits; Certificate of completion offered: Yes
“Be Prepared,” “Managing Stress and Time” and “Moving Towards Synergy:” 1 Category I CECH in health education; 1 CNE; 1 hour in Category 0.5 Continuing Medical Education credit towards the AMA/PRA Physician’s Recognition Award; 1 hour in New Jersey Public Health CE credits; 1 general continuing education credit, 1 CPH Credit (“Moving towards Synergy” only); Certificate of completion offered: Yes

Last date reviewed to assure information was current, relevant and accessible by the Region 2 Public Health Training Center: August, 2015

“The Messenger Chronicles: Effective Communication Strategies for Difficult Conversations,” are focused on improving program Learners’ communication techniques. The aesthetic and format of the training signified a new approach to training development for the then NYNJ PHTC. The design was modeled after a comic book or graphic novel and incorporates stylized photographs (which were taken as actors interpreted the script) that capture the range of human expression (verbal and nonverbal) so as to add to Learners’ understanding of difficult conversations.

The program, set in the fictional Messenger County Department of Health, was originally launched in August of 2008. Additional modules, or “conversations,” were added in a serial manner as they were developed. The program presents a new framework for communication in difficult situations, shifting focus away from managing “difficult” people towards an understanding of the process of difficult conversations and accepting responsibility for one’s own performance. Given realistic situations and real-world conversations, Learners experience communication strategies and practical techniques in context. Many of the conversations are split into three sections: Read, Think and Analyze. Learners read a conversation and are then asked to think about certain aspects of the conversation by answering questions or engaging in activities. Further understanding can be gained from an interactive analysis of the conversation.

The first module, “Introduction & The Four C’s,” introduces the framework of focusing on difficult conversations rather than “difficult” people. The second module, “Flex Time Fiasco” presents a difficult conversation between a senior manager and a mid-level manager who disagree on a particular employee’s arrangement for a flexible schedule.

The third and fourth modules, titled, “Be Prepared” and “Moving toward Synergy” present a two-part story. In the first part, an employee feels he has been assigned a project that is beneath his level, and he prepares to have a conversation with his supervisor. In the second part, the employee approaches his supervisor and they engage in a productive discussion of the reasons why he has been assigned to the new project.

The last module, "Managing Stress and Time," helps Learners to recognize the symptoms of stress and the factors that may increase their susceptibility to stress. Strategies to manage stress are offered in the scenario-based training, in which an employee who is stressed and overwhelmed seeks guidance from a more seasoned colleague.

“Mastering the Roles of Supervision”

Subject Matter Experts – University of Albany SPH partners

Number of Modules: 2

Module Titles: 1) “Roles of Supervision”
2) “What is Mastery and How Do I Achieve It?”

URL: <https://phtc-online.org/learning/?courseId=18&status=all&sort=group>

Launch Date: August, 2007 (both modules launched together)

Total Completers: 1,376 as of June 30, 2018

Continuing Education Credit offered: 2.5 Category I CECH in health education; 2.5 CNE; 2.5 hours in Category One Continuing Medical Education credit towards the AMA/PRA Physician's Recognition Award; 2.5 hours in New Jersey Public Health CE credits; 2.5 general continuing education credits; Certificate of Completion offered: Yes

Last date reviewed to assure information was current, relevant and accessible by the Region 2 Public Health Training Center: August, 2015

Content for this module was adapted, with permission, from "Supervising New York State: A Framework for Excellence," written by Sue R. Faerman, Ph.D., Robert E. Quinn, Ph.D., Michael P. Thompson, Ph.D. and Michael R. McGrath, Ph.D. (copyright 1990, New York State Governor's Office of Employee Relations).

“Roles of Supervision” introduces the concept of the Competing Values Framework and describes the eight often competing roles associated with being an effective supervisor. These roles are identified in this module as Director, Producer, Broker, Innovator, Mentor, Facilitator, Monitor, and Coordinator. For each role the learner meets a public health professional who talks about successes and/or problems associated with carrying out that particular role.

“What is Mastery and How Do I Achieve It?” looks at a five-step continuum from novice to expert and the characteristics of people who operate at each of the five levels. After scoring their level of mastery

for each of the eight supervisor roles, learners are given some steps in developing a strategy for improving their level of mastery.

“Health Literacy & Public Health”

Subject Matter Experts – University of Albany SPH partners

Number of Modules: 2

Module Titles: 1) “Health Literacy & Public Health”
2) “Strategies for Addressing Low Health Literacy”

URL’s: 1) <https://phtc-online.org/learning/?courseId=16&status=all&sort=group>
2) <https://phtc-online.org/learning/?courseId=17&status=all&sort=group>

Launch Date: August, 2006 (both modules launched together)

Total Completers: 24,304 as of June 30, 2018

Continuing Education Credit offered: “Health literacy & Public Health:” 1.5 Category I CECH in health education; 1.5 CNE; 1.5 hours in Category One Continuing Medical Education credit towards the AMA/PRA Physician's Recognition Award; 2 hours in New Jersey Public Health CE credits; 1 general continuing education credit; Certificate of Completion offered: Yes

“Strategies for Addressing Low Health Literacy:” 1 Category I CECH in health education; 1 CNE; 1 hours in Category One Continuing Medical Education credit towards the AMA/PRA Physician's Recognition Award; 1 hour in New Jersey Public Health CE credits; 1 general continuing education credit; Certificate of Completion offered: Yes

Last date reviewed to assure information was current, relevant and accessible by the Region 2 Public Health Training Center: August, 2015

The modules on public health literacy continue to address the need for training in both communication and cultural competency domains. Both modules follow the character of “Ruth Stewart,” who has only a seventh grade education, as she and her family deal with various health issues. The first module, “*Health Literacy & Public Health*,” contains four sections. The content and activities demonstrate how the public’s literacy skills affect interactions with medical and public health staff.

The second module, “*Strategies for Improving Public Health Communications*” contains two sections and provides practical techniques for addressing literacy issues in spoken and written communications. Learners are given tools they can use to address health literacy concerns when performing the 10 Essential Public Health Service to “inform, educate, and empower people about health issues.”

“Practicing Cross-Cultural Communication” case studies

Subject Matter Experts – University of Albany SPH partners

Number of Modules: 4

Module Titles: 1) “Hepatitis A Outbreak”
2) “The Bamboo Dragon”
3) “Community Health Worker Program”
4) “Flood”

URL’s: 1) <https://phtc-online.org/learning/?courseId=19&status=all&sort=group>
2) <https://phtc-online.org/learning/?courseId=20&status=all&sort=group>
3) <https://phtc-online.org/learning/?courseId=21&status=all&sort=group>
4) <https://phtc-online.org/learning/?courseId=22&status=all&sort=group>

Launch Dates: 1) September 2005
 2) November 2005
 3) January 2006
 4) June 2010
Total Completers: 16,825 as of June 30, 2018

Continuing Education Credit offered: Each module offers the following credits: 1 Category I CECH in health education, 1 CNE, or 1 hour in Category One Continuing Medical Education credit towards the AMA/PRA Physician's Recognition Award; Certificate of Completion offered: Yes

Last date reviewed to assure information was current, relevant and accessible by the Region 2 Public Health Training Center: August, 2015

Program completers of “Exploring Cross Cultural Communication”, the below described series of modules, asked for more in-depth case studies pertaining to topics covered in these four modules. As a result, the NYNJ PHTC and its health department representatives created four case studies that make up the “Practicing Cross-Cultural Communication” series. This series, originally launched in 2005, enables learners to apply cross-cultural communication skills to challenging public health scenarios. Development of these scenarios required in-depth input from practicing public health professionals to identify real case studies that could be adapted to illustrate principles of cross-cultural communication.

In Practicing Cross Cultural Communication I: *Hepatitis A Case Study*, a health department is investigating a Hepatitis A outbreak in which an unlicensed Mexican-American day care center is identified as a possible source of contagion.

In Practicing Cross Cultural Communication II: *The Bamboo Dragon*, a newly hired sanitarian conducts an inspection of a Chinese restaurant, and it goes badly. Afterwards at the health department, his supervisor and colleagues (including the participant) help him reflect on the experience.

Practicing Cross Cultural Communication III: *Community Health Worker Program* offers further opportunities to apply cross-cultural communications skills within an organization. In this scenario, a health commissioner launches a new community worker outreach program to address HIV/AIDS prevention in the African-American community. Resentments and fears grow within the staff when a newspaper announcement is the first time they become aware of the initiative.

Practicing Cross Cultural Communication IV: *Flood* follows the development of a regional flood evacuation plan involving a very large migrant worker community. The health department team must consider what is important to this particular population as well as what strategies for communication are best for them.

“Exploring Cross Cultural Communication”

Subject Matter Experts – University of Albany SPH partners

Number of Modules: 3

Module Titles: 1) “Culture”
 2) “Communication”
 3) “Cross-Cultural Communication”

URL: <https://phtc-online.org/learning/?courseId=23&status=all&sort=group>
Launch Date: September 2004 (all 3 modules launched together)
Total Completers: 11,950 as of June 30, 2018

Continuing Education Credit offered: 1.5 Category I CECH in health education; 1.5 CNE; 1.5 hours in Category One Continuing Medical Education credit towards the AMA/PRA Physician's Recognition Award; Certificate of Completion offered: Yes

Last date reviewed to assure information was current, relevant and accessible by the Region 2 Public Health Training Center: August, 2015

Communicate to Make a Difference: Exploring Cross-Cultural Communication, is a series of 3 training modules launched in September 2004. Using a scenario-based approach, learners assume the role of a local public health practitioner and interact via e-mail and conferences with their supervisor and colleagues as they address assignments and attend seminars. The over-arching assignment is for the learner to reflect on a failed health education campaign with a new immigrant group in their community.

In the first module, learners examine their own cultural identities and those of their virtual colleagues through a scenario of a required worksite training program. In the second module, learners are introduced to topics such as health communication, a communication model, spoken communication, and written and e-mail communication through a scenario of a seminar for health department employees. The third module integrates the two previous modules to address cross-cultural communication. Again, the concepts are introduced in the scenario of a seminar for health department employees. Ten strategies for effective cross-cultural communication are presented. Examples and quizzes illustrate problems in cross-cultural communication as applied to public health.

“Orientation to Public Health”

Subject Matter Experts – University of Albany SPH partners

Number of Modules: 2

Module Titles: 1) “Mission and Six Obligations of Public Health”
2) “The Ten Essential Public Health Services”

URL: <https://phtc-online.org/learning/?courseId=15&status=all&sort=group>
Launch Date: February 2003 (both modules launched together)
Total Completers: 56,099 as of June 30, 2018

Continuing Education Credit offered: 1 hour in New Jersey Public Health CE Credits 1 hour in general continuing education credits; Certificate of Completion offered: Yes

Last date reviewed to assure information was current, relevant and accessible by the Region 2 Public Health Training Center: August, 2015

Orientation to Public Health provides learners with a basic understanding of public health's mission and functions. The program was specifically designed to orient newly hired support and technical staff to the field. The module consists of two parts:

- Part One introduces the mission and six obligations of public health
- Part Two explains the Ten Essential Public Health Services

The module uses the metaphor of a new worker orientation (computer-based) to present information. As the learners enters the program, it's their first day on the job at a local health department.

The second part of the training module includes in-depth discussions with staff in the West Nile virus program. This is used to highlight how the module addresses the 10 Essential Public Health Services and includes a matching exercise that serves as a post-test. Program components are generated dynamically in response to the learner's progress.

Recently, the Region 2 PHTC has been notified that a number of health departments across the country have adopted this program as a part of their employee orientation. In response to this module's popularity, the Center has enhanced the training through the addition of short video clips that illustrate the 6 obligations and the 10 Essential Public Health Services.

INVITED AND/OR PEER-SELECTED PRESENTATIONS AT REGIONAL, NATIONAL OR INTERNATIONAL LEVELS

ABSTRACTS

De Pinho, H., Arana, M. & **Murrman, M.** (2021, June). How to be a Systems Thinker and use Systems Thinking Tools to solve Wickedly Complex Problems. Accepted for presentation at the 2020 Public Health Improvement Training (PHIT) Virtual Conference.

Arana, M., Amos, K., **Murrman, M.** & Bialek, R. (2021, March). Harmonizing the Strategic Skills with Core Competencies: Strengthening education and training for the current and future public health workforce. Accepted for Oral presentation at the 2021 Association of Schools and Programs of Public Health (ASPPH) Virtual Conference.

Schiavo, R., Arana, M., Grijalva, Y., Ravenhall, S., DiManno, M. & **Murrman, M.** (2020, October). Taking the pulse of organizational priorities, training needs and communication preferences of non-governmental population health professionals in New York State. Presented at the 2020 American Public Health Association (APHA) Annual Meeting, held virtually
Jamine Weiss, Getachew Kassa, Miriam Rabkin, **Marita Murrman**, Christiana Kallon, Anna Maruta, Hassan Benya, Meghan Lyman, Amy Kolwaite. The design and implementation of an IPC certificate course: Experiences from Sierra Leone. Abstract accepted for the SHEA Decennial, March 26-30, 2020, Atlanta, GA.

Getachew Kassa, Jamine Weiss, Miriam Rabkin, **Marita Murrman**, Christiana Kallon, Mame Toure, Amone Njenga, Anna Maruta, Hassan Benya, Amy Kolwaite. Competency-based training on Infection Prevention and Control to strengthen national capacity for epidemic preparedness and response in Sierra Leone. Abstract accepted for the International Conference on (Re-)Emerging Infectious Diseases (icreid), March, 18-20, 2020.

Renata Schiavo, Sarah Ravenhall, Margaret DiManno, Cheryl Gerstler, Samantha Cinnick, **Marita Murrman**, Mayela Arana, Yesenia Grijalva (2019). Building Capacity for Population Health Improvement: Understanding Opportunities and Challenges to Engage Non-Governmental Population Health Professionals. Abstract presented at the 2019 annual American Public Health Association Conference, Philadelphia, PA.

Calaine Hemans-Henry, Samantha Cinnick, Kimsue Bryan, Janice Blake, Angela Aidala, **Marita Murrman** (2019). Balancing Academic and Practice Objectives: Characteristics of an Academic-Practice Partnership to Conduct a Training Needs Assessment among a Large City Health Department. Abstract presented at the 2019 annual American Public Health Association Conference, Philadelphia, PA.

Melissa (Moose) Alperin, **Marita Murrman**, Samantha Cinnick, Phoebe Goldberg, Seth Neeley, Michelle Carvalho, Kirsten C. Rodgers (2019). Competency Mapping and Environmental Scan of Trainings in Systems Thinking, Change Management, and Persuasive Communication. Abstract presented at the 2019 annual NNPHI Conference, Washington, DC.

Samantha Cinnick, Tiffany Smith, Maria Fernanda Levis-Peralta, Heidi Parrilla-Lopez de Victoria, Therese Buendia, Carly Hutchinson, **Marita Murrman** (2019). Improving Public Health Service Delivery through the Development of a Public Health Service Learning Project in Puerto Rico Post-Hurricane Maria. Abstract presented at the 2019 annual NNPHI Conference, Washington, DC.

Renata Schiavo, Sarah Ravenhall, Margaret DiManno, Cheryl Gerstler, Samantha Cinnick, **Marita Murrman** (2019). Situation and Audience Analysis of New York State's Public Health Improvement Program Organizations: The First Step in Expanding the Reach of Regional Public Health Training Center Opportunities. Abstract presented at the 2019 annual NNPHI Conference, Washington, DC

Cinnick S, **Murrman MK**, Levis M, Fidler A, Todd K, Parrilla H (2018). Deconstructing Online Content for Post-Hurricane Maria Puerto Rico: Rapid Response Public Health Campaign by Public Health Training Centers. Abstract accepted for the 2018 annual American Public Health Association Conference, San Diego, CA.

Vignola E, Franzosa E, Cinnick S, Freudenberg N, **Murrman MK** (2018). Advocating for collective action to increase food security among immigrants: An online training for the public health workforce. Abstract accepted for the 2018 annual American Public Health Association Conference, San Diego, CA.

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Merrill JA, Wharton CM, **Murrman MK**, Bernstein MF, Cinnick, S (2017). Case Study: Management decisions in local health departments supported by evidence from organizational network analysis. Abstract accepted and presented at the 2017 annual American Public Health Association Conference, Atlanta, GA.

Bernstein MF, Brennan A, Aguila, H, **Murrman MK** (2017). Helping School Health Nurses Respond to Asthma through Online Learning. Abstract accepted for presentation at the National Association of City and County Health Officials Conference, Philadelphia, PA.

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Bernstein M, **Murrman MK**. Bridging Academia and Public Health Practice using Distance-based Training Technologies. Presented at the National Network of Public Health Institutes Annual Meeting, 16-19 May 2016, New Orleans, Louisiana.

Capriles-Quirós JA, **Murrman MK**, Aidala AA, Bernstein MF. Public Health Workforce 2015 Training Needs Update in Puerto Rico. Presented at the University of Puerto Rico-Medical Sciences Campus 36th Annual Research and Education Forum on March 16-18, 2016.

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Courtenay-Quirk C, Selenic D, Kassa G, Lahuerta M, **Murrman MK**, Affrunti M, Gaolathe T, Basavaraju SV, Hokororo J, Masebe E, Mwaniki NK, Bock N. Pathways to PEP: A multicomponent intervention to improve blood-borne pathogen exposure management in sub-Saharan Africa, for C-HIV Translational Medicine Conference in San Francisco, CA, November 3-5, 2013.

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