Colorado School of Public Health

Practice-Based Learning
Summer 2011 | Fall 2011 | Spring 2012
Contents

Practice-Based Learning at CSPH.......................... 2
MPH Practicum..................................................... 3
MPH Capstone....................................................... 4
DrPH Practicum..................................................... 5
Community Partners Profile................................. 7
Volunteering and Service..................................... 8
Co-Curricular Offerings....................................... 8
Practicum Profiles............................................... 9
Next Steps......................................................... 9
Appendix I.......................................................... 10
Appendix II.......................................................... 12
Practice-Based Learning at CSPH

The Colorado School of Public Health is committed to providing students with practical experience in a variety of public health settings. There are numerous opportunities for students to be involved in hands-on community public health work. Students are encouraged to be engaged early in the program and to maintain and build a service-oriented focus throughout their academic career at the school. Opportunities include volunteer, field school and skill development workshops, curriculum infusion of community projects, independent study, MPH/DrPH practicum and capstone projects.

The Colorado School of Public Health Practice-Based Learning Team

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**MPH Practicum**

The MPH practicum is a core course intended to support student growth, both professionally and personally by working on a public health problem that contributing to a community need. The experience is intended to provide students an opportunity to:

- Integrate academic course work in “real world” public health practice,
- Develop professional skills by leading a project in a public health setting that contributes to an unmet need of the host site.
- Develop skills that involve problem solving, working on a team and critical thinking necessary in today’s public health field.

Prior to enrolling in the practicum experience, MPH students must meet the following requirements:

1) Successfully complete the Foundations of Public Health course or the Public Health Practice course (CSU)
2) Successfully complete 18 credits including three core courses
3) Be in good academic standing
4) Gain approval of their concentration director

Overall, enrollment in the MPH practicum has increased every year since the inception of the school. The table below represents all Colorado School of Public Health student practicum in each academic year.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Summer</th>
<th>Fall</th>
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<td>2009 - 2010</td>
<td>18</td>
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<td>13</td>
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<tr>
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<td>125</td>
<td>68</td>
<td>64</td>
<td>257</td>
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Most students enrolling in the practicum explore many options while developing their plan. Students are encouraged to work on a practicum learning plan that will provide them an opportunity to work on a meaningful project that will develop their public health skills and at the same time develop important professional network contacts. Each practicum is an individualized plan developed mainly by the student with input and guidance from the host site preceptor and concentration director. Although each experience is individualized and tailored to students and host site needs, in the 2011 – 2012 cohort common practice themes emerged.
Six main themes emerged from this year’s MPH practicum experiences:

- Data (Analysis, Compilation, and Collection)
- Policy (Review, Dissemination, and Research)
- Programming (Planning, Management, and Oversight)
- Environmental Safety
- Evaluation and Quality Improvement
- Health Disparities

This demonstrates the cross-curricular nature of the practicum projects. Students of every concentration had practice-based experience in working with data and program planning.

*For a list of Summer 2011 – Fall 2011 – Spring 2012 Practicum Host Sites see Appendix I on page 11.

**MPH Capstone**

The MPH Capstone experience includes a capstone project or research paper, class work that builds incorporates discussion about the public health value and relevance of the project, how the various public health disciplines contribute and view the project as well as reflection on competencies acquired throughout the MPH program. Students develop a professional oral and poster presentations that are shared at the Public Health Forum.

The goal of the Capstone experience for MPH students is to connect all aspects of the curriculum, including seminars, lectures, course work, independent studies, projects and direct experiences to establish an understanding, appreciation and working knowledge of public health practice and, specifically, how their chosen areas of concentration enhance public health practice in Colorado, the nation and the world.

This past year, approximately 40% of the MPH students chose to complete a capstone project at the practicum host site building upon the work from their respective practicum project.

*For a list of Summer 2011 – Fall 2011 – Spring 2012 Capstone Experiences see Appendix II on page 13.
DrPH Practicum

The DrPH program with concentrations in epidemiology and community and behavioral health was launched in fall of 2011. The Council on Education for Public Health (CEPH), our accrediting agency, requires that each DrPH student be able to demonstrate the DrPH competencies through a practicum experience in addition to course work, qualifying examinations, a written and oral proposal of an original research protocol, a final research project and a public defense of the research. The DrPH practicum should be discipline-specific, planned, supervised, and evaluated public health practice experience. Students must have completed at least one year of course work (preferably two years) prior to registering for the four-hour practicum (a minimum of 240 contact hours). Students are encouraged to complete the leadership and management courses before undertaking practicum.

DrPH Practicum Parameters

All DrPH degree candidates in the Colorado School of Public Health are required to complete four credit hours (a minimum of 240 contact hours) in a practicum experience. The practicum is a field experience that integrates the DrPH academic preparation with advanced public health practice. Advanced knowledge and skills, based on the DrPH competencies and learned in the DrPH courses, are applied in an agency setting under the direction and guidance of an experienced community mentor. The practicum for DrPH students must incorporate higher-level skills (policy development, epidemiologic analyses, etc.) compared to the MPH practicum experiences, although the settings may be similar. These higher-level skills are expected to reinforce the competencies attained in pursuing the DrPH degree.

DrPH students may currently be working in a public health organization and based upon time demands can only do a placement in his or her regular place of employment. In this case, the practicum must be demonstrated to be beyond or something other than his or her regular assigned work duties, allowing for the application of advanced knowledge and skills acquired in the DrPH program. If the practicum is at the current place of employment, the community mentor may not be the student’s direct supervisor.

Given the nature of public health practice, students may be analyzing, interpreting and perhaps even contributing to the collection of data. If there is any question as to whether a student’s practicum will require IRB approval, the student with his or her faculty advisor’s approval must submit an application to the COMIRB. Students should be advised that the IRB approval process might significantly extend the time needed to prepare for a practicum. It is important that each student discuss the scope of the practicum with his or her faculty advisor so that no IRB infractions occur.
The DrPH practicum requirement is designed to be taken over two semesters. Students must register for a total of four credit hours during their DrPH program; one way to achieve this is to register for the course in two semesters, thus students would register for two credit hours during one semester and two credit hours the following semester. The student will include this in the proposed scope of work in the practicum documents so that the faculty advisor and community mentor will understand the proposed schedule and time commitment.

In this academic year, two students enrolled in the DrPH practicum. The host sites for these DrPH students are:

**The Colorado Department of Public Health and Environment, Prevention Services Division (PSD)**

*Student: Paige Backlund, Community & Behavioral Health*
*Preceptor: Karen Trieweiler, Director of the Center for Healthy Families*
*Faculty Advisor(s): Dr. Elizabeth Gilbert, Dr. Lorann Stallones*

Project Summary - Implement and coordinate the PSD Healthy Youth Team (PHYT) action plan to increase coordination and integration among PSD youth-serving program manager to better youth health outcomes. Implement and coordinate the public/private partnership youth framework action plan to build a coordinated, integrated system of services and initiatives for all youth using positive youth development as a guiding principle to improve youth outcomes.

**Jefferson County Public Health**

*Student: Erin Seedorf, Community & Behavioral Health*
*Preceptor: Elise Lubell*
*Faculty Advisor: Dr. Holly Wolf*

Project Summary - The primary goal of this practicum experience is to observe and engage in the decision structure and process for implementing a countywide assessment and planning stage. This process will ultimately inform decisions regarding quality assurance and improved impact of local health services and initiatives. This practicum will support a local health agency, Jefferson County Public Health (JCPH), and will contain the following project objectives:

Work with JCPH to develop an overall vision/framework/conceptual model for the completion of: 1) a community-based Community Health Assessment (CHA), 2) a Community Health Improvement Plan, and 3) the overarching local health department accreditation process. We will be incorporating principles from CHA frameworks, community engagement and mobilization, and community collaboration models.

Assist in the development of an implementation plan for each of the components within the overall vision/framework/conceptual model.
Assist in the initiation of the Phase One of the CHA process (i.e. Community Stakeholder and/or Partnership Collaboration development), and complete documentation of the planning and steps taken toward implementation of Phase One. The end result will be an established process to work with the Community Stakeholders Collaboration to review existing data and establish a list of key health indicators to evaluate in the CHA.

The practicum will also investigate and explore the concept of community engagement and mobilization, where not only the needs of the local health agency, but other health-based organizations, community organizations and the community residents as a whole must be taken into account throughout the entire process. Questions that will be pursued in observing the CHA process are:

1) How do you create an authentic community engagement and mobilization process throughout a CHA? 2) How do you create equitable collaboration amongst various community and organization partners, and who makes those decisions? 4) How do you produce an outcome or product that honors a community engagement and mobilization structure, and 5) How do maintain a community engagement and mobilization structure when the process moves into planning and implementation, particularly when local health organizations are responsible to the community for particular services?

Community Partners Profile

CSPH has expanded community partnerships in the past academic year. Currently 48 organizations have Educational Affiliation Agreements with CSPH. Organizations mentoring CSPH students range in location from urban, rural, out of state, international, local, state and federal governmental agencies, non-profit and for-profit settings.

Two hundred and sixty CSPH students have been placed in the community since 2008 in over 75 locations. Many community preceptors choose to continue to mentor students each semester. Thirty preceptors have mentored more than one student.

In order to support all practice-based learning constituents in the placement process, CSPH has developed an online tool called PBL Match [http://pbl.publichealthpractice.org]. Students, Faculty and Community Organization Members are invited to create a profile on PBL Match.
Volunteering and Service

Throughout the academic year there are organized service events for students, faculty and staff to participate in the community. These service and volunteer opportunities allow students to:

Contribute to the surrounding campus communities
Grow relationships with other students, staff and faculty
Enhance their skills in a variety of areas

*Organized events in 2011-12 took place at the following locations: Bluff Lake Nature Center, Food Bank of the Rockies, Project Cure

Co-Curricular Offerings

The Center for Public Health Practice offered two co-curricular opportunities for students to enhance public health skill development this past year.

In December, Dr. Elaine Scallan and Ms. Alicia Cronquist from the Colorado Department of Public Health and Environment hosted a four-hour workshop on disease outbreak investigation protocol. Students who participated in this workshop received a certificate of completion.

In March, Mr. Mike Green, a trainer with the Asset Based Community Development Institute presented a four-hour workshop on the Asset Based Community Development Model. Students trained in this workshop have been conducting community public health work in the Far Northeast Neighborhoods of Green Valley Ranch and Montbello.
Practicum Profiles

Westley Reed, MPH Candidate – Community & Behavioral Health
Telluride Foundation

“My practicum really helped me understand how to incorporate skills I've learned in the program in the real world. I worked at a non-profit in Telluride and was able to do a little bit of everything: data collection, grant writing, stakeholder engagement, etc. I feel like I was able to get more out of the experience because I housed my practicum within an internship. While I still gravitate between wanting to work in a rural area and wanting to work in an urban area, my practicum was pivotal in opening up the option of work in rural communities. I appreciate the differences in service delivery between the two settings.

I think of my practicum as a skill-building opportunity. I did not work directly in my topics of interest (maternal and child health, mental health), but I did learn valuable skills that I believe can translate into a number of fields.”

Bryan Alvarez, MD, MPH Candidate – Environmental and Occupational Health
CDPHE, Disease Control and Environmental Epidemiology Division

“My practicum experience gave me a good basis in public health practice, investigations and methodology. These exposures reinforced what I had already learned in my basic courses.”

Next Steps

1. Development of an online community preceptor training module. This will increase the capacity of our community preceptors and improve the efficiency of our placement process and overall practice-based learning experience.
2. Improved communication with CSPH Faculty to develop efficient advising tools, process and evaluation of the practice-based learning experience. Also, to provide faculty with resources to improve service learning and curriculum infusion efforts.
3. Enhancement of PBL Match to supplement the CSPH “Source” online component with the purpose of improving communication across student, faculty and community regarding the student lifecycle.
Appendix I

Summer 2011 | Fall 2011 | Spring 2012 Practicum Sites

Adams 12 Five Star Schools
Adams County 14th School District Farmers Market
Alliance for Sustainable Colorado
Alpine Initiatives
Boulder County Health Department
Boulder Public Health - Environmental Health
CAIANH
Cancer Center (2)
CCCD research assistant
CCCR Database
CDC/NCEZID/DVBD
CDPHE (6)
Center for Research Strategies (2)
Central University Hospital Kigali, Rwanda
Children's Hospital
Children's Outcome Center
CIVHC
CO African Organization (2)
CO Cancer Coalition
CO Health Institute
CO Pharmacists Society
Coalition for Activity and Nutrition to Defeat Obesity (3)
Colorado Center for Nursing Excellence
Convention Secretariat Work health Organization
CSPH (TOP Program)
CSU Food Science and Nutrition
CSU, CVMBS
CTEPA
CU School of Medicine
CURE
Denver Health (5)
Division of Vector Borne Diseases, CDC
EPA (3)
FEMA
Global Health Fellows Program
Groundwork Denver
Health District of Northern Larimer County (2)
Healthcare Payment Reforms
Healthy Colorado Youth Alliance
Healthy Harbors, Poudre Valley Health Systems
Infectious Disease Research Center
JBS Beef, JBS Lamb, Northern Beef, USDA_FSIS Office
Jefferson County Health Department
Kaiser Permanente (2)
Larimer Humane Society
Lincoln Park Zoo, Dept. of Conservation and Science
Mulberry Community Gardens
National Children's Study
National Jewish
National Park Service
NIH/HACU
Project Cure (2)
Project Safe
Salud Clinic
Salud Family Health Center
Social Reintegration Intervention for West African Women
Sprout City Farms
Susan G Komen Denver Affiliate
Tanzania Malaria Project
Telluride Foundation
The Larimer County Dept. of Health and Environment (2)
The Public Health Alliance
The State Office of Rural Health
Thompson School District
Tri-County Health Department
UCD Institute of Food and Health FSAI
UCD-Human Resources
UCSOM, Dept. of Pediatrics, Section of Nutrition
Uganda Village Project
University of Colorado School of Medicine
USDA (2)
USGS
Westminster Medical Clinic (2)
## Appendix II

### Summer 2011 – Fall 2011 – Spring 2012 Capstone

<table>
<thead>
<tr>
<th>Name</th>
<th>Concentration/ Focus Area</th>
<th>Presentation</th>
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<tbody>
<tr>
<td>Anna Fagre</td>
<td>APE</td>
<td>Attitudes of veterinary practitioners in the US regarding antimicrobial resistance and antimicrobial drug use in animals</td>
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<td>Tina Chen</td>
<td>APE</td>
<td>Pilot study evaluating the risk factors associated with zoonotic disease transmission in a goat contact area</td>
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<td>Erika Atherly</td>
<td>APE</td>
<td>Healthy Parks, Healthy People US: Development of a Learning Curriculum</td>
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<td>Vienna Brown</td>
<td>APE</td>
<td>Risk Assessment for Evaluating Processes to Reduce Escherichia coli O157:H7 Contamination in Beef Plants: Effects of Major Contamination Events on Human Health</td>
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<td>Colt Daugherty</td>
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<td>Potential for spread of zoonotic Tuberculosis through the movement of dairy cattle in Colorado</td>
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<td>Megan Moscariello</td>
<td>BIOS</td>
<td>Comparison of traumatic brain injury patterns resulting from motor vehicle crashes in restrained and unrestrained infants age 0-12 months</td>
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<td>James Feinstein</td>
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<td>Emergency Department Visits Associated with Pediatric Complex Chronic Medical Conditions</td>
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<td>Roy Yen</td>
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<td>Determinants of endoscopic ultrasound guided fine needle aspiration diagnosis of gastric stromal tumors</td>
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<td>Andrea Clinger</td>
<td>CBH</td>
<td>Acculturation and Risky Sexual Behavior among Latino Youth: Analysis of Top4Me baseline data</td>
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<td>Keavy McAbee</td>
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<td>Formative evaluation of the Improving Performance in Practice Initiative</td>
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<td>Lainey Trahan</td>
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<td>Westminster Medical Clinic’s Patient Profile: A Designed Pilot Study</td>
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<td>Nick Robles</td>
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<td>Measuring Social and Emotional Impact: Instrument Development for Yoga-Based Wellness Program</td>
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<td>Pam Prag</td>
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<td>HIV/AIDS Education in Denver’s African Refugee Population</td>
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<td>Lacey McFall</td>
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<td>Pilot Test of a 3-Dimensional Method to Assess Food Neophobia and Pickiness in Preschool Children</td>
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<td>Danielle Marck</td>
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<td>Examining the Clinical Value of the PIPE Curriculum in Facilitating and Supporting Competent Caregiving Instruction between Nurse Home Visitors and Clients</td>
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<td>American Indian College Student Exposure to the Field of Public Health</td>
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<td>A Qualitative Study of THRIVE: A Breast Cancer Survivorship Program</td>
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<td>Beth Wyatt</td>
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<td>Using Community Mapping to Inform Health Impact Assessment Recommendations</td>
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<td>Gillian Grant</td>
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<td>Qualitative study of youth perspectives on sexual health</td>
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<td>Anna Vigran</td>
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<td>The role of communication in public health assessment and planning</td>
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<td>Building on past successes to ensure our children’s health: what can current efforts in healthy eating policy learn from tobacco public policy and civic engagement strategies?</td>
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<td>Amy Flammer</td>
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<td>Development of a toolkit for I on Health: A comprehensive, rural school-based health program created using community-based participatory research and Photo Voice.</td>
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<td>Sandra Boimbo</td>
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<td>Predictors of IUD initiation in adolescents</td>
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<td>Fadum Ahmed</td>
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<td>Hepatitis C Trends at Colorado Hepatitis C Counseling and Testing Sites, 2008-2010</td>
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<td>Amanda Tran</td>
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<td>Occupational poisonings reported to a poison center hotline</td>
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<td>Nhung Nguyen</td>
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<td>Weight Gain During Pregnancy: Denver County, 2010</td>
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<td>Kimberly Lind</td>
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<td>The association with PPAR-γ Pro12Ala genotype and cognitive decline</td>
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<td>Susan Calcaterra</td>
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<td>Substance Abuse and Healthcare Utilization</td>
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<td>Michael Liedtke</td>
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<td>Public Health Surveillance in Tanzania: From Mobile Phones to the Cloud</td>
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<td>La Toija Black</td>
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<td>Investigating severity of CBD as a function of Intermittent chronic Beryllium disease versus Continuous exposure to beryllium metal</td>
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<td>Grant Chambers</td>
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<td>San Juan Basin Community Health Assessment</td>
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<td>Mary Pawlik</td>
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<td>Examination of Early Childhood Caries and Obesity in Disadvantaged Three-Year Old Children</td>
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<td>Jessica Moore</td>
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<td>Statistical analysis and modeling of risk factors for E. coli O157:H7 contamination of beef in a packing plant</td>
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<td>John Brooks</td>
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<td>Analysis of a needs assessment for the Community Mental health and Substance Abuse Partnership’s Early Identification and Early Intervention task force</td>
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<td>Shauna DeLuca</td>
<td>GHHD</td>
<td>Protecting Colorado Against Meningitis: An Educational Film Contest</td>
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<td>Improving Health and Fitness in Low-Income Pregnant Women in the Fort Collins Area</td>
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<td>Courtney Gibson</td>
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<td>Saving Our Students: How US Schools are Addressing Mental Health and Substance Abuse Issues</td>
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<td>David Yamamoto</td>
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<td>Chikungunya Virus: Preparedness and Response for Introduction to the US</td>
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<td>Sara Groth</td>
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<td>Physical and psychological effects of natural disasters on children under 5 years of age</td>
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<td>Pet ownership as a risk factor for Lyme Disease</td>
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<td>Food Access &amp; Affordability: A case study of Area 4 neighborhood, Cambridge, MA</td>
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<td>Karrin Parker</td>
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<td>Evaluation of Dengue prevention outreach in Key West, FL</td>
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<td>Kelley Larsen</td>
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<td>Elisabeth Aron</td>
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<td>Reproductive life plan online tool</td>
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<td>Renee Hutchens</td>
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<td>Community readiness for a snow sport safety campaign</td>
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<td>Douglas Johnson</td>
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<td>Picture Perfect Health: A Photovoice assessment of health disparities in Fort Collins</td>
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<td>Tracey Long</td>
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<td>Healthy Hearts Club: High School Cardiovascular Disease Education</td>
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<td>David M. Jones</td>
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<td>Provider follow-up and its relationship to hospital readmission</td>
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<td>Erica Chavez</td>
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<td>Evaluation of NAACHO profile data surrounding the Public Health Act of 2008</td>
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<td>Amber Banducci</td>
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<td>A comparison between private and group counseling diabetes prevention programs: A cost-effectiveness analysis</td>
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<td>Melissa Mouton</td>
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<td>Care Transition Metrics/ Policy Recommendation</td>
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<td>Jessica Cromie</td>
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<td>Factors Affecting Hospital Length of Stay</td>
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<td>Martha Meyer</td>
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<td>Comparative Policy Analysis of State HIE</td>
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<td>David Elowie</td>
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<td>Assessment of self perceived health status of refugees in Denver</td>
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<td>Cynthia Somers</td>
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<td>New model of care for children with special healthcare needs</td>
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<td>Katie Hodgin</td>
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<td>Staying Well After the Bell: An assessment of after-school wellness programs in Thompson School Districts</td>
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<td>Laura Maldonado</td>
<td>PAHL</td>
<td>The public health impact of transitional healthcare for teenage foster care patients</td>
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<tr>
<td>Michelle Dell'Orto</td>
<td>PHN</td>
<td>The effects of a desk treadmill on physical activity in a counseling obs room</td>
</tr>
</tbody>
</table>

**Concentration and Focus Areas**

- APE (CSU) – Animals, People and Environment
- BIOS – Biostatistics
- CBH – Community & Behavioral Health
- EPI – Epidemiology
- EOH – Environmental and Occupational Health
- GHHD (CSU) – Global Health and Health Disparities
- HC (CSU) – Health Communications
- HES (CSU) – Health and Exercise Science
- HSMP – Health Systems Management and Policy
- PAHL (CSU) – Physical Activity and Healthy Lifestyles
- PHN (CSU) – Public Health Nutrition