



Sponsors College of Natural Sciences: School of Biological Sciences, Section of Molecular Genetics and Microbiology, Career Services, Health Professions Office; The University of Texas School of Public Health, Texas Department of State Health Services, Austin/Travis County Health and Human Services Department, Association of Public Health Laboratories

Final Report: Become A Disease Detective: Discover Public Health!

**The University of Texas at Austin
April 4 and 5, 2006**

Submitted to

*The Center for Biosecurity and Public Health
Preparedness, The University of Texas Health Science
Center at Houston, School of Public Health
and
The Centers for Disease Control and Prevention*

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Summarize final accomplishments and/ or major milestones of this activity. Responses should address specific endeavors that include content, methods of delivery, and any additional information on learning objectives:

Executive Summary

A two day conference, entitled **“Become a Disease Detective: Discover Public Health!”** was held at the Texas Union on the campus of The University of Texas at Austin (UT Austin) on April 4 and 5, 2006. A complete program and list of conference activities can be found at the conference website: www.sbs.utexas.edu/publichealth. The conference was funded through a generous grant from the Center for Biosecurity and Public Health Preparedness at the University of Texas Health Science Center at Houston, School of Public Health, and by the Centers for Disease Control and Prevention (CDC). Conference sponsors included: The University of Texas at Austin: College of Natural Sciences, School of Biological Sciences, Section of Molecular Genetics and Microbiology, Natural Sciences Career Services and the Health Professions Office; The University of Texas School of Public Health, The Texas Department of State Health Services, The Austin/Travis County Health and Human Services Department and the Association of Public Health Laboratories.

The purpose of the conference was to educate university students, high school students, faculty, academic advisors and career counselors about the field of public health. University students are keenly interested in learning about current topics in public health, but they have little understanding about the educational pathways and training that lead to public health careers. Likewise, many university faculty members, advisors and career counselors are unaware of the diversity of opportunities within the field. This conference was designed to educate these two distinct populations and to provide them with resources and information about career options in the field of public health.

Over 550 students, faculty, advisors, career counselors and health professionals attended the conference. Results of surveys taken during the conference and three to six months afterwards, clearly demonstrated that the conference presentations and exhibits effectively educated students, faculty and advisors about the field of public health, and provided them with current resources about the educational pathways that lead to public health careers. The conference also facilitated networking opportunities between university faculty and state and local public health officials and provided continuing education opportunities for a variety of local health professionals. We believe this training and outreach activity was highly successful because of the commitment of the university and its public health partners to work together to educate and excite students about the dynamic field of public health. As a result of this ongoing collaboration, all partners involved are actively contributing to the development of the future public health workforce to meet shortages in our city, state and nation.

1. Professional Development Luncheon for University Faculty, Academic Advisors and Career Counselors, April 4, 2006

- Faculty and professional advisors interface with UT Austin students daily, counseling them about a variety of education and career options. On average, each university advisor has in excess of 1500 student contacts per year with undergraduate students in the College of Natural Sciences, Liberal Arts and Nursing. Educating these

individuals about the opportunities available in public health and providing them with current resources is a way to impact large numbers of students in an ongoing way.

- A professional development luncheon, held on April 4th, was designed to educate faculty, academic advisors, and career counselors about career opportunities in public health. Members of the national, state and local public health communities were invited to attend so they could share their personal experiences and perspectives about the field of public health with university personnel. Public health professionals and faculty from graduate schools of public health wore big red buttons with the words “Ask Me About Public Health!” so that they could be easily identified by luncheon participants. Each faculty member, advisor and career counselor was provided with a large notebook of resources about public health, including information about public health careers, graduate education, internships and fellowships, and public health practice agencies. Luncheon participants also were provided with a public health reading list prepared by Ms. Nancy Elder, Head Librarian, Life Sciences Library, UT Austin.
- Luncheon participants were first greeted by Drs. Leanne Field and Diane Kneeland, conference co-organizers and by the President of the *Society of Public Health Students*, an undergraduate student organization focused on public health. Dr. Eduardo Sanchez, Commissioner of the Texas Department of State Health Services, then spoke to luncheon attendees about the paramount importance of public health. This was followed by the featured presenter, Dr. Dennis Perrotta, from the Center for Biosecurity and Public Health Preparedness at the University of Texas Health Science Center at Houston, School of Public Health, who presented a PowerPoint lecture entitled “Keeping Our Home Healthy: Careers In Public Health.” This presentation was designed to provide participants with an overview of the varied career paths available within the field of public health.
- Seventy five individuals attended the luncheon and demographic information, using a standardized CDC survey, was collected from 55 attendees. A supplemental survey also was administered to faculty, academic advisors and career counselors in order to assess the effectiveness of the luncheon presentations. A follow-up, post-conference survey was administered three to six months after the event to determine if attending both the luncheon on April 4th and the conference on April 5th impacted the way these individuals advised their students. Detailed survey results are included below, in another section of the report.

2. Scientific Conference for University and High School Students, Faculty, Advisors, Career Counselors and Others, April 5, 2006

- The second day of the conference, held on April 5th, was designed to provide students, university educators and advisors with the opportunity to hear scientific presentations by public health professionals and to network with speakers, educators, and public health professionals who attended the conference and/or served as exhibitors. The conference theme was chosen to appeal to university and high school students who are keenly interested in learning more about disease outbreaks, and Level 4 viruses in particular. During and after the scientific presentations, conference participants met with representatives from graduate schools of public health and public health organizations at the exhibits in the Texas Union ballroom.

- The scientific conference and exhibits were heavily advertised on campus with posters, flyers, banners, advertisements in the student newspaper and multiple e-mails sent to the 8,000 students in the College of Natural Sciences. The Health Professions Council, made up of the presidents of 22 pre-health professions student organizations, also advertised the conference for several weeks prior to the event using a specially designed PowerPoint slide. Eighty teaching faculty in the School of Biological Sciences announced the conference in their classrooms, by showing the same PowerPoint slide. Students in the College of Liberal Arts, the College of Pharmacy and the Schools of Nursing and Law also heard about the conference multiple times and in multiple ways, including through e-mails. All students on campus were encouraged to attend the conference to hear “Exciting Presentations about Hot Topics in Public Health!” and to receive “Free Lunch!” “Free Books!” and “Free Pizza!” Interested students could find out the details of the conference, including the program, speaker biographies, exhibitors, activities and resources, by visiting the conference website (www.sbs.utexas.edu/publichealth/).
- Public health professionals from the Texas Department of State Health Services and the Austin Travis County Health and Human Services Department helped to organize the conference, presented scientific sessions, and served as exhibitors. Managers at these public health practice agencies also encouraged their employees to attend the conference as a continuing education opportunity. Six speakers from CDC, including five current or former members of the CDC Epidemic Intelligence service, presented at four of the afternoon scientific sessions. Faculty at the UT School of Public Health supported the conference by serving on the organizing committee, presenting at the conference and by attending scientific sessions to help answer questions from interested faculty, advisors and students. Two local high school classes expressed an interest in coming to the conference and they were invited to attend. Students and faculty from two clinical laboratory science programs, Austin State Hospital and Scott and White Memorial Hospital, also attended as did graduate students from the UT School of Public Health Certificate Program.
- It is estimated that over 550 students, faculty, advisors and public health professionals attended the scientific sessions and exhibits during the eight hours of the conference. Based on an analysis of 479 demographic forms, 77.9% of conference participants were associated with a university or high school. Approximately 15% of conference attendees identified themselves as health professionals; 9.6% worked for a state or local health department and 5.2% were associated with a hospital or community clinic. Eighty four percent of all conference participants ranged in age from 20-29. One notable finding was that although the ethnic makeup of students enrolled at UT Austin is 57% White, 15% Hispanic, 14.4% Asian American and 5.2% African-American, the race/ethnicity of conference attendees was 30% White, 30% Hispanic, 19% Asian American and 15.7% African American. Thus, the conference attracted an ethnically diverse group of university students, high school students and other participants.
- Undergraduate student volunteers, including members of the *Society of Public Health Students* and students participating in the UT Austin Public Health Internship Program were involved in the conference planning and execution, including recruiting and organizing student volunteers. The day of the conference, over 125 enthusiastic student volunteers, dressed in red “Become A Disease Detective” T-shirts, were

involved in all aspects of the conference, including moderating the afternoon scientific sessions. Two students, wearing sandwich boards displaying the conference poster, walked around campus, handing out flyers and encouraging students to attend.

- Participants registered for the conference when they attended scientific sessions and/or entered the exhibit hall. After completing CDC demographic surveys, attendees were given blue wrist-bands by student volunteers, indicating they were “officially” registered for the conference. Student volunteers also introduced all the speakers in the afternoon scientific sessions, passed out bookplates, administered supplemental evaluations and videotaped the presentations. Other student volunteers assisted in the exhibits by distributing free books and helping the conference exhibitors. Students participating in the UT Austin Public Health Internship Program and their public health mentors, and members of the *Society of Public Health Students* also served as exhibitors. All public health professionals and educators who attended the conference wore big red buttons with the word “Ask Me About Public Health!” so that they could be easily identified by the university and high school students, faculty and advisors who were in attendance.
- **Scientific Sessions (12 – 8 pm)**
Fifteen scientific sessions were presented between 12 pm and 8 pm. The opening “kick off” presentation, “The Fantastic Field of Public Health!” included a free “Italian Party Sub Lunch” for 250 students. Luncheon presenters, Dr. Dennis Perrotta, Center for Biosecurity and Public Health Preparedness, UT School of Public Health, and Ms. Allison Foster, Association of Schools of Public Health, presented an overview of public health careers and the educational pathways leading to those careers. Between 1-5 pm, there were twelve concurrent scientific sessions featuring a variety of public health topics. Teams of four undergraduate students served as moderators for each of the sessions. At 5 pm, the keynote session included a presentation by Dr. Eduardo Sanchez, Commissioner of the Texas Department of State Health Services entitled “Discover Public Health!” and a keynote address by Dr. C.J. Peters, Director of the University of Texas Medical Branch, Center for Biodefense, that focused on his experiences tracking Rift Valley fever virus in Africa. After refreshments, the conference presentations concluded with a moving presentation by Dr. Fady Joudah, from *Medicins Sans Frontieres/ Doctors Without Borders*, entitled “Humanitarian Crisis in Sudan: A Doctor Without Borders”. A complete list of conference presentations is included in the table below and the professional affiliations and biographies of the presenters can be found on the conference website: www.sbs.utexas.edu/publichealth/

Scientific Sessions

Time	Presentation	Presenters
12 pm	The Fantastic Field of Public Health!	Dennis Perrotta, Allison Foster
1 pm	Women in Medicine – Women in Public Health!	Susan Penfield, Linda Brown, Ms. Smita Chatterjee
1 pm	Pandemic Influenza	Ed Sherwood

Time	Presentation	Presenters
1 pm	Public Health Austin!	David Lurie, Adolfo Valadez
2 pm	Become A Disease Detective: Discover Laboratory Science!	Susan Neill, Eva Perlman
2 pm	The Monster at Our Shores: Quarantine and the Emerging Pandemic	Steven Harris
2 pm	Outbreak I Epidemiologists: Oubreaks Are Our Business!	Jeff Taylor, Janet Pichette
3 pm	“Beating Back the Devil” The CDC Epidemic Intelligence Service	Richard Taylor, Swati Avashia, Eric Miller
3 pm	A Disease Detective Tackles Border Health	Joseph McCormick
4 pm	Veterinarian Disease Detectives: Emerging Threats from Animals to Humans	Kristi Murray, Beverlee Nix
4 pm	Doctor Interrupted: A Career in Public Health Law	Frederic Shaw
4 pm	Outbreak II Medical Epidemiology: Disease Detectives in Action!	John Walker, Tom Betz, Kathy Parker, Tom Sidwa
4 pm	A Century of Challenges: Public Health Responds!	Linda Lloyd
5 pm <i>KEYNOTE SESSION</i>	Welcome and Introductions Perspective: Discover Public Health! Keynote Address: Hemorrhagic Fevers: Collaborating to Combat Killer Viruses in Africa!	Leanne Field, Diane Kneeland, Ian Molineux, Dennis Perrotta Eduardo Sanchez C.J. Peters
7 pm	Humanitarian Crisis in Sudan: A Doctor Without Borders	Fady Joudah

- **Exhibits (1 pm - 8:30 pm)**

The exhibits, held in the Texas Union Ballroom, included eight schools of public health, nine professional public health organizations and an *Information Resources Center*. This was the first time that so many schools of public health had exhibited on the UT Austin campus at an event dedicated to public health. The *Information Resources* exhibit included a display of over 100 current books about public health encompassing a wide variety of topics within the field. Students visiting the exhibit were taught to access library resources about public health on-line by Ms. Nancy Elder, Head Librarian, of the Life Sciences Library at UT Austin. Ms. Elder also provided students with three separate reading lists: “Public Health Reading: Explore Topics in Public Health”, detailing the books available in the UT Austin library about public health, and two “fun” reading lists: “Bioterror, Bacteria and Bad Guys: Adventures in Public Health” and “Viruses, Vectors and Victims: Public Health at the Movies”.

- Each of the first 25 students who attended the twelve afternoon scientific sessions between 1- 5 pm were presented with a book plate which they used to redeem for a free book in the exhibit area. Students had their choice of five different books and over 275 books were given away. Additionally, Pfizer, Inc. generously donated 500 copies/each of two books that were distributed to participants at the Association of Public Health Laboratories exhibit: *Advancing Healthy Populations: The Pfizer Guide to Careers in Public Health* and *Milestones in Public Health*. The remaining Pfizer books continue to be distributed by advisors and career counselors to UT Austin students who express interest in learning more about public health.
- A complete list of conference exhibitors is included in the table, below.

Exhibitors

Schools of Public Health	Public Health Organizations
Harvard School of Public Health	The Association of Schools of Public Health
Ohio State University, School of Public Health	The Association of Public Health Laboratories (APHL)
Texas A&M University, School of Rural Public Health	Austin Travis County Health and Human Services Department
University of Kentucky, School of Public Health	The Centers for Disease Control and Prevention (CDC)
University of Texas School of Public Health:	Medicins Sans Frontieres/Doctors Without Borders
Austin Program in Public Health	Peace Corps
Brownsville Regional Campus	Texas Department of State Health Services

Houston	Texas Public Health Association
	US Public Health Service
The University of Texas at Austin	Fellowship/ Training Programs
Health Education Graduate Programs, Department of Kinesiology and Health Education	APHL/CDC Emerging Infectious Diseases Fellowship Program
Life Sciences Library	CDC Epidemic Intelligence Service
School of Nursing	UT Austin, Public Health Internship Program
<i>Society of Public Health Students</i>	

Outline how this Centers for Public Health Preparedness Activity has worked to improve partner relationships to meet their preparedness education needs for this activity:

Comments from public health professionals submitted to conference co-organizers, Drs. Leanne H. Field and Diane M. Kneeland are recorded below. A summary of key points related to the development of the future public health workforce is presented in the following bullet points:

- The University of Texas at Austin is one of the largest universities in the nation and is a national leader in the number of undergraduate degrees awarded to minority students. The Disease Detective conference gave the Association of Schools of Public Health (ASPH) and eight schools of public health the opportunity for one-on-one interaction with hundreds of university students, one of the most effective ways to develop the pipeline of public health professionals.
- The conference provided several hundred university and high school students with the opportunity to hear talks based on real cases in epidemiology and “disease detective” work, and to engage in discussions with public health professionals about their activities, functions and careers. Students also met and interacted with representatives from public health organizations and learned how to access information about public health for themselves at the conference *Information Resources Center*. These activities have increased the interest of UT Austin students in public health careers.
- Students attending the conference had the opportunity to learn about the UT Austin Public Health Internship Program, a collaborative program between the university and the Texas Department of State Health Services (TDSHS), The Austin/Travis County Health and Human Services Department (ATCHHSD) and the UT School of Public Health, Brownsville Regional Campus. This program is designed to give undergraduate students the opportunity to conduct one semester, goal-oriented research projects in laboratory science, epidemiology, or Texas-Mexico border health under the guidance of public health mentors. Three students who attended the conference met with Dr. Joseph McCormick, Regional Dean, UT School of Public Health, Brownsville, and subsequently spent the summer in his research laboratory, carrying out border health internship projects. Since the conference, there also has been an increase in the number of students interested in applying to the program to conduct research at TDSHS and ATCHHSD. A high percentage of the students who complete the internship program attend graduate schools of public health or seek MD/MPH degrees in order to become public health professionals.
- The conference effectively educated UT Austin faculty, academic advisors and career counselors about the field of public health and gave them an opportunity to meet and interact with public health professionals. As a result of this outreach activity, these individuals have new knowledge and resources with which to advise thousands of students about public health careers.
- The Public Health Advisory Group, a group comprised of state public health laboratory directors, senior administrators and leaders, education and workforce specialists from CDC, the Association of State and Territorial Health Officials

(ASTHO), and the Association of Public Health Laboratories (APHL) staff, views this conference as a model for a strategy that can be employed to build a “pipeline” of future public health laboratory professionals. AHPL is actively facilitating the replication of this conference at other universities across the nation.

- The conference facilitated meetings between faculty from UT Austin and the UT School of Public Health in Houston to discuss the development of an undergraduate program in public health at the UT Austin campus. The establishment of such a program has been recommended in a recent report, “The Future of Public Health in Texas 2005” as a means of addressing the workforce needs in public health.
- The conference reinforced partnerships among participating entities including, the TDSHS, ATCHHSD, CDC and faculty at the UT Austin.
- The conference served as a continuing education activity for local and state public health professionals and community health professionals, facilitating their professional development.
- Because of the interest and enthusiasm for public health demonstrated through the conference, all partners involved have indicated their interest and willingness to continue this outreach activity in the future.

Dr. Susan Neill, Director, Laboratory Services Section, TDSHS: “The Become A Disease Detective: Discover Public Health!” conference provided several benefits for the DSHS laboratory:

1. The conference facilitated interaction between TDSHS and university personnel who participated in the program.
2. It enhanced interactions between fields within public health, both with the students and department staff that participated in the conference.
3. TDSHS personnel who participated as conference speakers and as exhibitors were able to discuss public health and issues with faculty, advisors and with students.
4. The conference provided an opportunity for members of the university community to know the TDSHS, the services provided and how to contact TDSHS with questions, problems, and issues.
5. It oriented students to public health and encourage them into the field.
6. It provided a basis to address the workforce issue that public health laboratories face.
7. The TDSHS laboratory received a significant response from students and continues to receive email from students that participated in the conference.

Dr. Susan Penfield, Manager of the Infectious Disease Control Unit, Community Preparedness Section, TDSHS: I can't think of another activity that I have enjoyed more, in terms of seeing students "turned on" to a discipline which I find eternally fascinating. I think

that this does strengthen the TDSHS/UT Austin partnership. Hundreds of students were exposed to public health, and given their apparent enthusiasm (and crowding into doorways in standing room only talks at times), they seemed to be interested. Most probably won't have a career in public health, but will have a better idea about what public health is and how it relates to the rest of the world/economy/society - including their own arenas of work and life. I also very much enjoyed speaking with UT Austin faculty and was very pleased to see what seemed to be an increased involvement in public health teaching in nursing, for instance.

Dr. Tom Betz, Manager of the Infectious Disease Surveillance and Epidemiology Branch, TDSHS: "From my perspective, one of the most valuable things that your program provides, and the conference highlights, is to take epidemiology and disease detective work outside of the normal public health classroom forums, which in my experience have uniformly been the most boring classes in all of medical/public health education, and present them as the vibrant and interesting activities that they are. By providing life to a heretofore dull subject, students are attracted to considering this arena as a viable professional career. The conference provided real life/real person, first hand looks at what field and investigative epidemiology offers as an exciting career choice that also has the added potential benefit for doing a lot of good. So you have taken a fairly dull skeleton, put some meat on it, and now have it dancing around. The conference was the showcase for these efforts, and a valuable forum for attracting new students. Having them later be able to immerse themselves in disease investigation activities at TDSHS and other agencies cements that bond."

Dr. Richard Taylor, LCDR/USPHS, CDC/Career Epidemiology Field Officer, TDSHS:

Dear Dr. Field

Thank you for the opportunity to speak at the "Become a Disease Detective: Discover Public Health!" conference. There is true value in being able to share experiences with students and other individuals with an interest in public health. I come from a background in teaching both undergraduate and graduate students, and it is always nice to spend time on campus. As CDC's Epidemic Intelligence Service Officer stationed here in Austin, Texas, it was refreshing to be able to "touch base" with students again and provide real life experiences that demonstrate public health in action. I was amazed to see how many students, faculty, and community members attended each of the events. I was also amazed at the number of individuals who took advantage of the information provided by the numerous representatives from different health agencies. After my talk, I had the opportunity to visit the many displays and to interact with students and others interested in careers in public health. As a Lieutenant Commander in the United States Public Health Service (USPHS), I was particularly proud to see such interest on the part of many students who actively sought information from the USPHS Associate Recruiter.

Additionally, I found the luncheon a wonderful opportunity to meet and network with your faculty and other public health professionals throughout the state. There is great value in bringing together community partners during such events to not only stir excitement among the next generation of public health professionals, but also to remind us of the myriad of opportunities available to develop and collaborate professionally with our many public health colleagues here in Texas.

Thanks again for inviting me to speak at such a wonderful event.

Sincerely, Richard Taylor, Ph.D.

Dr. Jim Harris, Training Coordinator, TDSHS: “The Disease Detective Conference was an impressive gathering of public health professionals who spoke enthusiastically to students about their jobs. The spectrum of careers among those attending the Advisors Luncheon demonstrated the broad impact of public health. UT Austin students who had completed a public health internship at TDSHS worked during the conference to invite students who had little or no knowledge of public health or public health careers to visit the exhibits and listen to some of the talks by public health professionals. I believe the conference this year was a major force in drawing qualified students to apply for the intern program. A few days ago, the tangible impact of holding these conferences struck me when I saw one of our recent interns returning to the laboratory as a new employee!”

Mr. Jeff Taylor, Manager, Infectious Disease Epidemiology and Surveillance Unit, TDSHS. “The Disease Detective conference is one facet to recruit potential members of the future public health workforce. It was successful because it provided students the opportunity to engage epidemiologists, nurses, physicians and microbiologists in discussions about the activities and functions conducted by public health officials. Hopefully, these discussions will encourage students to consider careers in public health.”

Dr. Marilyn Felkner, Epidemiologist, Infectious Disease Epidemiology and Surveillance Unit, TDSHS. “Although the primary objective of the Disease Detective Conference was to inform student about careers in public health, I too, learned new things at the conference. I have worked in clinical laboratories and public health for over 20 years and found the seminars presented at the conference to be informative. For example, the presentation on quarantine of travelers updated me on a topic that had been of little interest until recently. The Disease Detective Conference also provided an opportunity for public health practitioners in academia and the field to network.”

Mr. David Lurie, Director, ATCHHSD: “The Disease Detective Conference was an excellent opportunity for staff from the Austin/Travis County Health and Human Service Department. Through staff participation in attending sessions and developing presentations, the Conference enhanced our capacity and provided education related to disease surveillance and public health preparedness. It also served as an effective occasion to network, collaborate, and reinforce public health partnerships with various participating entities including, the Texas Department of State Health Services, the Centers for Disease Control and Prevention, faculty at the University of Texas and others. Co-sponsorship enhanced our relationship with other participating organizations and provided an opportunity to activate our commitment to ongoing development of the public health workforce. Overall, the professional development of interested students is of great benefit in that they represent our future public health workforce.”

Dr. Adolfo Valadez, Medical Director and Health Authority, ATCHHSD: “The Disease Detective Conference was a wonderful opportunity to collaborate with the University of Texas at Austin. The conference not only provided undergraduate students with an opportunity to learn more about the broad and varied disciplines within public health, but also provided staff from our health department an opportunity to network with other public health agencies, schools of public health, and like-minded individuals. For example, during the conference, I was able to meet with the representative from the Center for Disease control and Prevention Quarantine Station in Houston and as a result of this meeting, gained access to several planning tools that we have shared with our Airport staff to develop public health emergency response plans at our international airport!

The conference enhanced our collaborative relationships with the University and further strengthened the opportunities to improve our collective capacity to respond to public health emergencies, such as pandemic influenza planning. Lastly, I personally appreciated the opportunity to play a role in the career decisions of undergraduate students seeking opportunities in public health. Overall, participation in the conference was a positive experience for me, my staff, and the participants!"

Ms. Eva Perlman, Senior Director of Professional Development, Association of Public Health Laboratories (APHL):

1. As part of a strategic planning session to address the immediate workforce crisis in the public health laboratory community, a summary of the activities at the **Disease Detective** conference was shared with an APHL Advisory Group addressing this urgent workforce initiative. The group was comprised of state public health laboratory directors, senior administrators and leaders, education and workforce specialists from the Centers for Disease Control and Prevention (CDC), the Association of State and Territorial Health Officials (ASTHO), and APHL staff. Several state and county public health laboratory leaders with academic affiliations contacted Perlman about their interest and willingness to develop similar activities at their institutions. Discussions are underway to explore the feasibility of development and delivery of similar events. Further, the final report on this workforce initiative will include this career expo model as an example of a strategy that can be employed to help build a "pipeline" of future public health laboratory professionals.
2. The laboratory director from the Tampa Regional Public Health Laboratory, Dr. Phil Amuso, was a member of the aforementioned Advisory Group wanted to explore the feasibility of developing a similar career expo. Amuso met with the Dean of the University Of Southern Florida Graduate School Of Public Health, who indicated a strong interest in this concept. Amuso and Perlman are planning to use the model of this **Disease Detective** conference to pilot an event in Florida through collaboration among the Tampa Regional Public Health Laboratory, The Southern Florida Graduate School of Public Health, and the APHL.
3. Plans are in place to share this **Disease Detective** conference and exhibit model, as well as the model of the joint public health laboratory and academic institution internship program established between UT-Austin and the TX State Public Health Laboratory with the membership of APHL through a series of sponsored regional leadership meetings planned during this fiscal year in three locations across the country.
4. During the 2006 APHL Annual Meeting Workforce Plenary Session, an interactive audience response process solicited feedback from APHL membership regarding their willingness to serve as mentors for current and emergent public health laboratory leaders, and as outreach representatives to students in academic settings promoting the field of public health laboratory science.
5. Evidence of the successful partnership between the UT-Austin and the Texas State Public Health Laboratory helped motivate APHL staff to contribute to the efforts to establish a formal partnership between APHL and George Washington University to address specific workforce challenges in public health laboratory management and leadership areas.

6. APHL's collective workforce programs, including the National Laboratory Training Network (NLTN), The EID Fellowship Program, and the National Center for Public Health Laboratory Leadership (NCPHLL), have identified this activity as a valuable, strategic and effective method to promote public health laboratory science careers to appropriate audiences and have included similar activities in the current cooperative agreement with CDC. A number of inquiries from state and local public health laboratories about establishing an internship or exchange program with a local university, college or community college, have been fielded by staff. Efforts are underway to share these "best practices" as each arrangement is solidified and activities are formally established. Further, APHL currently markets the EID Fellowship program to about 5,000 academic venues. We are exploring ways to share additional information about careers in public health to this group of colleges and universities, to better equip their guidance counselors with information about opportunities in public health.

Ms. Allison Foster, Deputy Executive Director, Association of Schools of Public Health: "Public health is facing a workforce crisis. Graduates are not entering the workforce as quickly as needed to fill the vacancies being left behind by retiring public health professionals. Empirical evidence shows that matriculation into public health careers is lagging behind forecasted retirement rates. Due to early retirements and advancing age, recent estimates are that 50% of federal health and public health workers will retire in 5 years and that 30% of the state government workforce will retire by 2006. Student applications for schools of public health increased by a mere 1% from 1998 to 2000 and the staff of the average local health department has decreased by 7% since 1997.

More than ever, the need to recruit minority students into public health is particularly critical. Latino and Black/African American populations each currently make up approximately 13% of the total populations and it is estimated that the Latino population will reach 20% of the total U.S. population by 2010. Yet, the actual number of professionals in public health from minority populations is only 1/3 to 2/3 of the ratio of the actual population. Professionals from minority populations are needed to pursue research in health disparities, develop and lead community-based research and prevention programs and to serve as mentors and role models for minority students who could be interested in careers in public health.

If not addressed in a proactive manner, the health of the U.S. population will suffer long-term consequences. Though events that threaten the public's health such as anthrax contamination of the U.S. mail and more recently the spread of SARS and West Nile Virus have increased public awareness of public health issues, there is still a general lack of understanding by Americans about public health, especially regarding public health as a career option. The University of Texas at Austin is one of the largest universities in the nation with over 21,000 faculty and 50,000 students. It has one of the most diverse student populations in the country and is a national leader in the number of undergraduate degrees awarded to minority students. The Disease Detective conference gave ASPH and schools of public health the opportunity to meet with UT Austin students and to nurture their interest in a career in public health. One-on-one interaction, such as that provided at the Disease Detective event, is one of the more effective ways to develop the pipeline of public health professionals."

Dr. Guy Parcel, Dean, University of Texas School of Public Health: "The Disease Detective conference provided a opportunity for faculty from the UT Austin campus and the UT School of Public Health located at the UT Health Science Center in Houston to meet and discuss the potential for the development of an undergraduate program in public health at the

UT Austin campus. The School of Public Health is a graduate program and therefore is not authorized to provide undergraduate education, however, discussions with UT Austin faculty has lead to an agreement for the UT SPH to assist and support the University of Texas at Austin with the development of an undergraduate major and/or minor in public health. This is consistent with a recent report “The Future of Public Health in Texas” that recommended the establishment of undergraduate degrees in public health as a means of addressing the workforce needs in public health.”

Dr. Joseph B. McCormick, Regional Dean, University of Texas School of Public Health, Brownsville Regional Campus: “The experience with the Disease Detectives Conference has been a very rewarding one for our public health program. We have hosted several students at our program in Brownsville as a result of the conference. Those students have had good experiences with issues of border health, and we have found the students to be highly motivated and able to contribute to our programs in very tangible ways. At least two of the students will share co-authorship on papers because of the level of their contribution to our program. We look forward to increasing our involvement with the Disease Detective program. Perhaps most important is the experience afforded by The Diseases Detective program has increased the interest of UT Austin students in pursuing public health as a career or as an important adjunct to their career.”

Dr. Linda Lloyd, Associate Dean for Public Health Practice, University of Texas School of Public Health: “The Disease Detective Conference allowed faculty and administrators from several campuses to become better acquainted with each other. While having common missions, their paths rarely cross. This conference provided a unique opportunity to discuss the common interest of increasing the number of trained public health practitioners in Texas. These discussions continue today with UT Austin as we explore the development of an undergraduate major and/or minor in public health.”

Dr. Ron Harrist, Director, University of Texas School of Public Health, Austin program: “The *Disease Detective* conference and associated activities such as the meetings of the UT Austin Society of Public Health Students, have informed many students, faculty members and career advisors on the UT Austin campus about the opportunities for graduate education in public health provided in Austin by the University of Texas School of Public Health. Increased awareness of the Certificate in Public health offered by this recently established program has been very beneficial, The *Disease Detective* conference was also very beneficial to the progress being made toward developing a full UT School of Public Health Austin Regional Campus which will offer a complete Master of Public Health degree curriculum.

Because of the interest and enthusiasm for public health demonstrated through the *Disease Detective* conference, a number of the speakers have indicated interest and willingness to continue this outreach activity by returning for future occasions. Several faculty members of the UT School of Public Health in Houston and in San Antonio have volunteered to make presentations for future meetings or conferences.”

Describe any final success stories related to this activity.

The comments below were submitted by conference participants to the conference co-organizers, Drs. Leanne H. Field and Diane M. Kneeland.

Ms. Eva Perlman, Senior Director of Professional Development, Association of Public Health Laboratories (APHL):

Successes on-site:

1. Texas State Public Health Laboratory Director, Dr. Susan Neill, and APHL Senior Director of Professional Development Eva Perlman delivered a presentation during a breakout session to a group of attendees. Dr. Neill described the scope of the work of the public health laboratory and its impact on the development of health policies for the citizens of Texas and in general to the overall national health system. Perlman described: (a) Unique characteristics of the Public Health Laboratories and their role in the national public health system; (b) The Association of Public Health Laboratories (APHL), its role overall, and particularly in programs emphasizing workforce issues in the public health laboratory community; and, (c) Potential career opportunities for college students and graduates in the field of public health laboratory science. After the session, both speakers fielded numerous questions from attendees. Post breakout session, many of the audience proceeded to the Exhibit Hall for additional conversation and exchange of resources and contact information.
2. Eva Perlman and Linette Granen, National Laboratory Training Network (NLTN) Marketing Manager staffed the APHL booth in the Exhibit Hall. Countless conversations with attendees, students, faculty and other exhibit representatives, provided an opportunity to field specific questions related to the laboratory science. During the duration of the exhibit hours, APHL staff collected contact information for all individuals who requested information, resources and opportunities in public health in general and specifically in public health laboratory science. Over 250 contacts and emails were collected for follow up.

Strong APHL relationship with Pfizer, Inc. resulted in a donation of 500 copies of each of the following: ***Advancing Health Populations: the Pfizer Guide to Careers in Public Health and Milestones in Public Health***, along with 500 companion bookmarks. All of these resources were shipped directly overnight to the exhibit site at no charge. The volume of booth traffic was very high, as evidenced by the fact that more than half of the resource books from Pfizer were distributed to those individuals who personally stopped and engaged in conversation and shared their contact information.

Success Stories Post Conference

4. The NLTN Marketing Manager prepared an article for the APHL Minute Newsletter (May-June 2006 issue) describing the activities during this ***Disease Detective*** career exposition. This newsletter has a wide reaching readership and is distributed both electronically and in hard copy.
5. Fellows from the APHL sponsored Emerging Infectious Disease Fellowship Program have volunteered to participate in future ***Disease Detective*** conferences and events modeled on the UT-Austin event to serve as ambassadors of public health laboratory

science and share personal experiences and perspectives with students thereby giving students a first hand taste of being in the public health laboratory.

6. This experience has also demonstrated that even younger student populations must be targeted in order to address the workforce crisis in the public health community at large, and specifically in the public health laboratory arena. To that end, we have begun collecting outreach products that states have developed to promote careers in public health, the value and role of the public health laboratory, etc.

Ms. Allison Foster, Deputy Executive Director of the Association of Schools of Public Health:

1. Allison Foster staffed the ASPH booth and had the opportunity to speak one-on-one with interested students about pursuing a career in public health and specifically about the opportunity to attend graduate schools of public health.

Eight schools of public health attended the conference and each had the opportunity to meet with the students who attended. These schools were: Harvard School of Public Health, Texas A&M University School of Public Health, University of Kentucky School of Public Health, Ohio State University, University of Minnesota School of Public Health, University of Texas School of Public Health (UTSPH), Houston Campus and UTSPH, Brownsville Regional Campus and Yale School of Public Health. The schools that attended the conference reported that the attendees were knowledgeable about public health as a career field and asked specific and relevant questions. Kudos to the University of Texas-Austin for making undergraduate students aware of such an important field of the health professions.

2. Dennis Perrotta, Associate Professor of Epidemiology and Biosecurity at UTSPH, and Allison Foster, Deputy Executive Director of the Association of Schools of Public Health, gave a lunchtime presentation to students about the core principle of public health as well as information that students who are interested in attending schools of public health should need to know, such as application procedures, the similarities and differences between the 38 schools of public health and resources for more information.
3. Materials designed for prospective students were shipped by ASPH immediately following the conference to each student who filled out a contact card. These materials included a brochure on careers in public health, a brochure on the importance of addressing health disparities, a brochure on "What is Public Health", postcards for three websites "Whatispublichealth.com", "publichealthjobs.net" and SOPHAS, the centralized application service for schools of public health, and various fact sheets about schools of public health.

Dr. Susan Penfield, Manager of the Infectious Disease Control Unit in the Community Preparedness Section of the Texas Department of State Health Services (DSHS):

"There really seemed to be a lot of enthusiasm among the students in the meetings I attended. Hopefully we will end up with more new, young colleagues in future years. After the "Women in Medicine- Women in Public Health" presentation, one young woman in pharmacy came up to ask me more about pharmacy and public health. She had never thought that the two could be related and was going to explore it more. Another student in chemistry said

much the same; she had not seen potential relationships and was also planning to look into it more. It was good to see women who were not necessarily heading into medicine and nursing (and there were those students too) also enthusiastic about what possibilities there were in their careers for public health work. Another student spent time talking with presenters and exhibitors to get a better idea about how to go about a career in public health, including trying to find out what work experience expectations there are for getting into MPH school or becoming a CDC EIS officer.”

Dr. Guy Parcel, Dean of the University of Texas School of Public Health: “The **Disease Detective** conference provided an excellent opportunity for the School of Public Health to reach out to potential students with an expressed interest in a variety of professional roles involved in public health. Several of our faculty were conference speakers giving the participants an opportunity to learn about the diversity of public health programs and professional opportunities. Our student affairs office staff was able to meet with students to answer their questions about professional opportunities in public health and to provide information about the school’s different degree programs. As a direct result of our participation in the conference, we were able to see an increase in applications and student enrollments from UT Austin graduates.”

Dr. Linda Lloyd, Associate Dean for Public Health Practice of the University of Texas School of Public Health: “I have had several conversations with UT Austin students who attended the Disease Detective Conference. Prior to the conference, they didn’t know about the broad array of functions and responsibilities conducted by public health practitioners. I’m sure some of them, as well as other participants, will consider public health careers.”

Dr. Ron Harrist, Director of the UT School of Public Health Austin program: “Recruiters and admissions officers at the UT School of Public Health have reported that an increased number of students from UT Austin have expressed interest in enrolling in the MPH or other degree programs. This increase was noticed during and after the *Disease Detective* conference and is also likely influenced by the associated activities of the UT Austin Society of Public Health Students. Several recent graduates of UT Austin have enrolled in the UT School of Public Health Certificate Program. Of these, most have indicated that they wish to continue in a MPH program, either at UT School of Public Health or another School of Public Health.

The ***Disease Detective*** conference and associated activities such as the meetings of the UT Austin Society of Public Health Students, have informed many students, faculty members and career advisors on the UT Austin campus about the opportunities for graduate education in public health provided in Austin by the University of Texas School of Public Health. Increased awareness of the Certificate in Public health offered by this recently established program has been very beneficial. The *Disease Detective* conference was also very beneficial to the progress being made toward developing a full UT School of Public Health Austin Regional Campus which will offer a complete Master of Public Health degree curriculum.

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Dr. Suzanne Barth, Adjunct Associate Professor, Section of Molecular Genetics and Microbiology, The University of Texas at Austin: “I attended several of the lectures of the **Disease Detective** conference, and found them very worthwhile to anyone interested in public health. As a retired DSHS laboratorian and current UT adjunct faculty member teaching BIO 361L (Public Health Bacteriology Laboratory), I appreciated the many different areas covered. These ranged from current epidemiological outbreak investigations, historical perspectives, and important laboratory participation in many aspects of infectious disease prevention and control. My students learned much, and many now want careers in public health. I hope this conference is held again soon.”

Dr. Elizabeth Weiss, Senior Lecturer, Section of Molecular Genetics and Microbiology, The University of Texas at Austin: “One of my students, in response to attending the Disease Detective conference, applied to and was admitted to the George Washington University School of Public Health. She was very excited by the conference presentations.”

Conference Exhibitors:

Mr. Mark Reyes, Office of Student Affairs, the University of Texas School of Public Health (Conference Exhibitor): “I don’t know if you have done the Disease Detective conference in the past because this was my first time to attend it. Anyway, I found it very educational and a tremendous success. Based on my conversation with students after the talk given by Dr. Sanchez, those who did not know anything about Public Health now became aware of what this field is all about in the health care industry and does to protect the global health. Prior to the talk, some of those students who came up to me and got information about our Certificate program returned and said that their intent on pursuing an MPH degree just solidified it. They added that as future Public Health professionals, they want to have that great satisfaction of knowing that they will, one day, have an IMPACT on populations and communities.”

Ms. Laverne R. Carter, Student Affairs Coordinator, University of Kentucky, College of Public Health: “Unfortunately we did not receive any applicants after attending this event but I was impressed with the number of students that turned out. It was very informative, especially Dr. Joudah’s life experience with *Doctors Without Borders*. I thought the event was well organized and students, staff, etc were very helpful and friendly.”

Jacqui R. Comshaw, Director of Admissions, Yale School of Public Health: “It is important for us to reach out to the UT Austin community because there has always been a significant interest in public health on campus. We were please to participate in the program and hope to do so again in the upcoming year.”

Elizabeth Edmundson, Associate Professor, Department of Kinesiology and Health Education, The University of Texas at Austin: “I wanted to tell you that I have had at least five students pursue MPH degrees as a direct result of the conference! I am so happy and excited for them. Some students were majors here in Kinesiology & Health Education, while others were Biology majors who were enrolled in my undergrad epidemiology class last year. Thanks again for putting together such a fantastic program. Please let me know when the next Disease Detective conference will be!

Ms. Nancy Elder, Head Librarian, Life Sciences Library, The University of Texas at Austin. “The Information Resources/Life Science Library participation at the Disease Detective conference reminded students and professionals alike that public health education,

research and practice all begin with valid scientific information. Over 175 students visited the booth to examine information resources and talk about the role of the scientific literature in their studies and the public health professions. A few expressed surprise that the Library was a conference participant, but quickly understood why after a quick PubMed demo or examining one of the 100 books on display. A number of students expressed interest in checking out resources that were displayed at the Conference and have subsequently come to the library seeking assistance with information resources. The Conference provided the Library with a great opportunity to remind students that accurate, timely information plays a critical role in public health.”

University of Texas at Austin Undergraduate Students:

B.B., Senior, Microbiology Major: “The Becoming a Disease Detective conference was really amazing to me personally because it gave me a chance to meet and hear fascinating public health professionals, and it was an entire day devoted to celebrating my passion. I can’t tell you how exciting it was to tell people about the conference that day, explain what it was about, and share my love for public health!

One of my favorite aspects of the entire day was the opportunity for people to get books about public health. I worked at the table for this, and found it very pleasing to describe each of the books to those that had not read them and discuss them with those that had. Dr. Perrotta even came by the table and discussed them (and others) with me!

I also enjoyed having the opportunity to meet Dr. Peters and Dr. McCormick (for the 3rd time ☺) After reading about them in several books over the years, they’ve become heroes or celebrities of some sort in my mind, and any chance to see them is quite special. The speaker for Doctors Without Borders, Dr. Joudah, gave a presentation that was interesting both continent-wise and stylistically. The way in which he presented his story of his experiences in Sudan while a slideshow of pictures was shown was incredibly moving. He spoke to his audience as humans, and I felt that it fit beautifully with his point that MSF must treat all people as humans, and nothing more (not faking sides/ maintaining neutrality).

Overall, the conference was hugely successful. I cannot wait until the next and (hopefully there will be one while I’m still here at UT!!)!”

A.B., Sophomore, Clinical Laboratory Science Major: “Before this event took place, my view of the public health field was of a large faceless system that had a job to protect the public's health. After the event I was able to think of public health in more human terms. By attending this event I learned about how people work at different levels as part of public health. There are the local levels of public health that can do things such as monitor the local animal population for outbreaks of disease that could possibly spread to the humans that live alongside the animals. Public health officials are also working on larger regional issues such as tuberculosis along the Texas-Mexico border, and there are international levels of public health that involve collaboration with governments and other public health organizations. Another benefit of seeing the actual people that are part of the public health system was getting an understanding about the details of their job functions. In one speech, the woman went through the step-by-step process she went through in order to identify the extent and what type of outbreak had occurred. This is something that I wouldn't get from just reading brochures and websites describing public health jobs!”

M.G., Junior, Chemistry Major: “As a current undergraduate with a deep passion and love for public health, the Become A Disease Detective: Discover Public Health conference was one of the pinnacles of my undergraduate career. Every aspect of the conference was

incredibly impressive, from the coordination of the student liaisons to the talks given by the public health professionals. There was an obvious symbiosis between all of the members of the conference which allowed each aspect of the event to be perfect.

Not only was the conference academically stimulating and thought provoking, but there was an excitement in the air that personified itself in the voice of each participant who attended the conference. Every student and staff member that I have spoken to about the event holds it in the highest regards and credits it with his or her desire to pursue a career in Public Health. This event produced future leaders in the collaborative disciplines of public health, a feat that will no doubt save millions of lives in the future.”

K.S., Junior, Biology Major: “I really enjoyed the conference and thought it was amazing! It was very well organized and had a huge variety of participants. I really liked the exhibit hall because not only did it allow all the different schools and organizations associated with public health to display their programs, it also introduced some very interesting things about the university that I was not aware of. I loved the table from the Life Science Library. The librarian was very nice and informative. She brought a lot of interesting books about infectious disease that the library owned and also had these great print out sheets of suggestion books to do with infectious disease. I started reading ‘Demon in the Freezer’ that I received a free copy of from attending the conference and it’s amazing. I’m really glad that the sponsors gave so many free copies of the books. They were all really interesting and probably got many of the students attending more interested in public health.

All of the speakers who attended covered many diverse areas of public health. I had no idea that so many occupations were associated with public health. It was hard at times to decide which speaker to go hear but having three speakers at a time is probably the best way to organize the conference. The accomplishments of all the different speakers were astonishing. It really inspired me to learn more about public health and to see if there was a way for me to enter the field. Also, from speaking to some of the lecturers privately, I learned about some interesting career options that I previously had not known about. I really love learning about infectious disease and the conference only inspired me more to investigate the field of public health. I’m now even planning on taking the Public Health Bacteriology lab offered at UT. I really hope the conference is continued for years to come. It was a great success and I think it’s an important way to educate students about public health.”

C.C., Junior, Clinical Laboratory Science Major: “I would like to thank you from the bottom of my heart for introducing me to public health! The conference really opened my eyes and allowed me to see that I don’t just want to attend medical school and just become a doctor - I now want to get an MD/MPH degree and work in underdeveloped countries to help those who need it the most. I had never thought about public health as a career because I did not know much about it, I think the conference had a great turnout and really put public health out there for people to explore. The "Outbreak I" talk was a great example of how important public health is to the public because it showed how such a small incident could have caused a huge outbreak of salmonella if it was not investigated and contained immediately. I know my friend whom I convinced to attend the conference by telling her there would be free food, is going to apply for your public health internship because she too decided after the conference that public health is the perfect career choice for her. I definitely think that at the next public health conference there should be more doctors without borders presenters because I know many people who are interested in working and helping underdeveloped countries. I am just thrilled that I finally know exactly what I want to do and that a career in public health will allow me the opportunity to make such a huge difference in the world.”

S.L., Junior, Human Biology Major: “Before the Become a Disease Detective event I must say that I did not know much about the field of public health, only that it dealt more with disease prevention rather than disease curing. I have always been interested in bacterial lab work and was so thrilled to see that one of the discussions to be presented pertained solely to working in a public health lab. I cannot even begin to tell you how exciting this was for me! I have been trying to do independent research on public health lab work, but have continually fallen short as not much information is out there. After attending this discussion, and the conference in general, I now know what I want to do with my life – study infectious agents in the lab and provide the essential information to the epidemiologists so that they may efficiently track and contain these agents and ensure the safety of the population. Thank you so much for opening up my eyes to such a great field, helping me find the right life path, and for instilling such a spark in me to further pursue what I already love so much. I look forward to attending another wonderful gathering of such brilliant and devoted scholars in the future.”

N.C., Junior, Microbiology Major: “The 'Become a Disease Detective - Discover Public Health!' conference offered students a rare glimpse into a field that has until recently has not been well advertised as a possible career path for our undergraduates. The guest speakers, whose lectures I had the opportunity to attend, were not only professional and eager to discuss their work at the same level of detail as they were conducting it, but charismatic, dynamic, and possessive of a genuine, infectious passion about the field. Many of the lecturers admitted their amazement and delight that so many students had an interest in public health, and while I can't speak for the entire attending student body, I was equally surprised and impressed that these working professionals were so enthusiastic about and so supportive of student interests, that they flocked to the conference to share their insights with us.

In particular I would like to single out the presentation by our local public health workers, which was especially rewarding. At the 'Public Health - Austin!' lecture, Mr. Lurie and Dr. Valadez not only discussed the major issues they were currently dealing with in their work, but exactly how the county and state health departments go about constructing an effective response to disease outbreaks, emerging pathogens, and other community health concerns. They went to great lengths to describe how the public health community must concern itself with so much more than simply identifying sources of disease – discussing problems they'd encountered in adequately informing the public through the media and their own advertisements, considering the political and economic consequences of their decisions, and organizing plans of action that maintain the essential goodwill and cooperation of the community they serve.

The university simply cannot and does not offer the kind of view into the working lives of public health professionals that the conference gave its attendees, and because of this experience. I feel much more excited about the field and certain about my interest in pursuing it as a future career path.”

M.M., Junior, Biology Major: “The “Become a Disease Detective” conference was very interesting and offered a variety of talks covering different aspects of public health. I was able to attend the keynote speech as well as two other talks.

Probably the largest impact on me personally was the direct information about public health itself. Before this conference, in my mind the concept of public health had been somewhat vaguely defined. The information from Linda Lloyd's talk, “A Century of Challenges – Public Health Responds,” as well as the keynote introduction by Dr. Eduardo Sanchez helped to more clearly define the meaning of public health. I had not fully realized

before just how much of an influence public health itself has had on America. I was very surprised by the statistic given: We live on average 30 years longer today compared to 100 years ago, and 25 of those years are due to public health. I also learned many of the areas that public health includes, such as motor vehicle and workplace safety, food safety, and family planning.

The keynote speech was definitely interesting. I appreciated that Dr. Peters gave the background information he did to help clarify Rift Valley Fever as a virus and as a crisis. I was particularly touched by Dr. Joudah's presentation from Doctor's Without Borders. The pictures he presented were very graphic and even difficult to look at, but they presented a story that words could not do justice. Seeing people, especially the children, suffering in such a way made me certain that I would like to work in healthcare.

Overall, while it may sound somewhat simplistic, I think the best part of the conference for me was helping me realize what public health really means, as well as all the areas it encompasses. This was particularly important for me because I am at a point where I am trying to decide which career path to take, and I feel that this conference broadened my options."

E.N., Junior, Human Biology Major: "Discover How to Become a Disease Detective was truly a great inspiration. All the speakers were extremely knowledgeable and showed an unbelievable passion for their work. The difficult challenges and decision making that is constantly involved in public health makes this field extremely interesting and exciting. For example, Steve Harris's presentation about quarantine was very informative and entertaining. He spoke of the challenges that are encountered everyday in his job, including in the local Houston area. Most people have heard the word "quarantine," but only a few people truly understand what quarantine is all about. Dr. Harris definitely broadened my knowledge as well as everyone in the room about the regulations and ethics involved in quarantine. The dedication that these people have made to public health makes me wonder if I want to make a difference in this world by going into the same field. The conference opened my eyes to what public health is and can be. This event was a great way to expose people who are curious to what opportunities are available in public health. By listening to the variety of speakers' experiences, I just wanted to grab all my friends and ask, "Have you ever considered public health?" I hope to see other students have the same opportunity as I in the future to attend such a magnificent event. To be able to listen to a live speaker in a room with a large group of people who share the same curiosity and interest was a great experience."

C.H., Senior, Human Biology Major: "I thought the conference was very informative, especially for those planning to pursue a degree in public health. I went to visit some of the exhibits and was surprised at the numbers of public health program representatives from many different schools available to answer questions. I enjoyed the one hour lectures the best. I was able to attend the pandemic flu presentation, which I thought was very well prepared and engaging, especially because it poses such a threat today. Throughout the lecture, I was surprised at how much I already knew about the topic from my infectious disease class. He discussed modes of transmissions, how influenza invades, and the virulence factors it uses.

I also went to the quarantine presentation lecture. The speaker was extremely interesting and kept the audience involved. His speech was well organized and his sense of humor made the lecture fun to listen to! He made sure that the audience understood the topic and was very open to questions. Overall, I thought the conference was well organized, informational, and had interesting speakers and topics. I got a better understanding of the field of public health by attending."

E.J., Senior, Human Biology Major: “I was only able to attend one of the speeches at the conference because I had class the rest of the day. I went to the Pandemic Flu presentation. I really enjoyed this presentation because it made me more aware of the consequences if such a pandemic were to occur. He also talked about how there will be another pandemic, and it will only be a matter of time. The point is that it made the whole idea seem more "real," and not only could a flu pandemic happen, but eventually it will happen. It is very unfortunate that I was not able to attend more of the talks.

I think that a conference like this will be valuable to have again for future students (even though I will be leaving), for several reasons. First is that it allows students to learn more about topics they are very interested in that their academic classes do not get to cover in depth. Also, hearing it from professionals is a plus because not only do they really know what they are talking about, but they are passionate about it, which makes the presentation even that much more interesting. Hearing professionals in the field speak about their topics of study also makes these problems seem more real. Talking about all these diseases and pathogens in class is one thing, but sometimes I think students forget that this really happens to people in the world and that the majority of the people in the world are less fortunate than they are. So, it is very eye-opening and inspiring to hear about what really goes on in the world. This gives students a chance to really think about these topics and how they in the future can work to combat infectious diseases around the world.”

P-L, T., Junior, Human Biology Major: “I just want to say I truly enjoy the Disease Detective conference. I was able to go see three speakers including the keynote. The conferences took me by surprise. I was surprised how much interested I was when listening to the EIS member talking about their work or when Kathy Parker talked about Tularemia. I never really thought about working in public health - all I could really think about was medicine. However, after going to the conference, I have plans to continue in medicine and maybe join the EIS team. What I find so amazing about their work is that they can go out there to all the outbreaks, figure out the pathogens, and save so many lives in the process. Some of the outbreaks they mention I have never heard about. This, of course, tied in with Kathy Parker's work when she discussed Tularemia. After seeing all the steps that she had to take to try and figure out the outbreak, I have more respect for people in public health. If they don't go out there, who will? The greatest part of this conference was hearing C.J. Peters mention all the people involved in the Rift Valley Fever cases. You need to know more than just bacteria to solve an outbreak. All the different fields working together was the most important thing I got out of the conference. I am very grateful for this conference. It is not everyday you get to hear epidemiologists talk about their work. I hope there will be another conference like this again next year. Thank you!”

D.Y., Senior, Microbiology Major: “I thought the Discover Public Health: Become a Disease Detective event was a great success. I attended Public Health Austin, Outbreak I and II, and the Keynote speaker. Out of all of those sessions, my favorite ones by far were the Outbreak I and II sessions because the speakers really displayed the detective type attitude one must have to be a good epidemiologist. Prior to this event I was not fully aware of the responsibilities an employee of the Texas Department of Public Health has to undertake. The process of getting a report about an unusual health occurrence from a citizen, all the way to forming a game plan to find out what is causing the disease and making sure it did not spread was very exciting to me. I personally feel that these two sessions will make any person interested in biology become very interested in pursuing a career in public health. These sessions will definitely appeal to the sense of adventure in most people and I think that is a good way to get a person excited about public health.”

J.F., Junior, Clinical Laboratory Science Major: “I really enjoyed the conference. It was very informative and presented lots of different avenues that I could pursue. What I liked the most was how I actually understood what they were talking about! I felt so smart, and I suddenly realized how much I had learned. I’m very encouraged to keep going and keep working. It was a great boost for me. Thank you! I also enjoyed all the pictures that everyone brought to the presentations. I now understand how vital Public Health is.”

M.W., Junior, Biochemistry Major: “The “Become a Disease Detective” conference was an enjoyable and informative experience. What impressed me was how well the program was organized. The way the conference was run was highly professional and top class – from the food (the cookies were delicious) to the speakers.

The most fascinating aspect was the enthusiasm and passion the speakers showed. I got the impression that they were truly dedicated to being at the conference, sharing their ideas, and spreading their knowledge about public health and what the public can do to help themselves.”

L.R., Senior, Biology Major: “Become a Disease Detective” was very informative. I went to the first presentation that accompanied the lunch as well as the pandemic flu. The very first presentation really opened my eyes to the entire industry of public health. I had no idea so many different fields were involved in public health. Before this conference my preconceived notions of public health only involved the areas of microbiology and epidemiology. I was able to see that there is so much more to it than that. I am graduating this semester and hope to go to pharmacy school. I have always wanted to be a pharmacist, but after taking BIO 226T and BIO 361, I have become very interested in infectious diseases. I know I do not want to be a doctor but I have come to the realization that I would really like to be involved in a combination of pharmacy and infectious diseases. After this conference, I found out that public health would be a perfect forum for this.

I attended the presentation on pandemic influenza and found this informative, fun, and extremely funny. Dr. Sherwood did such a good job keeping the audience entertained with his jokes but still keeping the seriousness of the topic. He gave us really up to date information and that was very helpful since influenza is always changing. I really appreciated the entire experience because it has given me new information and possibly a new career.”

R.L., Junior, Human Biology Major: “I really thought the exhibits were great! Having a variety of public health schools, along with different departments was very helpful. Many of the speakers were entertaining and very informative. I thought the Doctors Without Borders speaker was incredible! Maybe the key note for next year? Overall the conference was a great success, and speaking on behalf of the volunteers, I loved it. The shirts for great! Thanks!”

A.S., Senior, Honors Biology Major: “What I like most about the Disease Detective Conference was the keynote speech and the way he talked about the interpersonal side of public health. He showed a realistic picture of how public health officials did not always work together smoothly and how that conflict could affect public health efforts adversely. I was rather surprised by just how many job fields and organizations dealt with public health. Previously, my understanding of public health jobs was much more limited. In addition, I had not realized exactly how many other factors- such as topography, effects of rainfall on topography, effects of man-made structure on the life cycles and behaviors of biological organisms- affected public health. The added complication of multiple international public health organizations was an interesting reflection of international politics. The connections between different fields all working in public health is to me the most interesting part of public

health and has made me interested in learning more about how people in different professions can contribute to public health.”

C.H., Junior, Biology Major: “I spent a lot of time doing advertising outside of the union advertising with a sandwich board. It got the attention of many students! The keynote speaker was very interesting, but I really enjoyed the doctor from “Doctors without Borders.” He was very passionate and shared truths about a well-known organization. I was not able to see many other speakers because I was in the sandwich sign, but I really liked the last two speakers.

Another great point about the conference was the environment. For students who learn about infectious diseases in class, it is so beneficial and exciting to be surrounded by professionals who apply the in-class knowledge to their careers. The Public Health network that was present showed how the professionals are devoted to educating the public and training the future disease detectives.”

J.W., Junior, Human Biology Major: “I attended bits of the afternoon sessions and the keynote speaker. I enjoyed the keynote, C.J. Peters. It gave me a glimpse of what a career in Public Health could be like. I had been toying with the idea of going into Public Health, as a career or for graduate school. The conference was a wealth of information that I probably would not have found on my own. Not only did I get to hear professionals speaking about their fields, I got tons of info, (books, flyers, applications) from the booths. I loved how the graduate schools, university organizations, and professional organizations had booths set up at the conference.”

J.R., Senior, Microbiology Major: “I attended almost all of the guest speaker lectures at the Disease Detective day. I also volunteered and helped to pick up surveys and demographic sheets. Many of the speakers who talked about their careers in public health were very interesting. I really liked the talk over influenza. I thought it was very interesting that they (Government & health departments) only have enough immunizations for 25% of the population, which would be targeted towards children and elderly. While waiting for another talk, I actually got to talk to one of the guest lecturers. I really liked how you could go up to any of them and ask questions about public health and the path you had to take to become a disease detective. I also liked the lectures on the different outbreaks and combating diseases in Texas. Actually, getting to know that all of these different viruses and bacterial infections are in our own backyard was very interesting. I also really liked all the personal pictures that the different lecturers used in their presentations. I wish I weren’t graduating in a few weeks so that I could go back and get more involved in public health. I am sure that if there is a conference next year, that it could not get any better. Thank you for allowing us to help and be a part of such a wonderful opportunity.”

G.C., Junior, Microbiology Major: “I enjoyed the many topics at the Disease Detective conference, and I thought the topics could appeal to a wide range of majors whether or not you were choosing to go to public health graduate school. I was glad to see most of the talks I went to had full rooms. The sessions I enjoyed the most were the keynote session and Fady Joudah, from Doctors Without Borders. I enjoyed the keynote session because I was unaware how important Public Health is to our world. Fady Joudah had a unique presentation, and his poems were beautifully written. The pictures told his stories very well.

Before the conference, I had not been introduced to the job of an epidemiologist. I am now clearer about what an epidemiologist does and am now considering applying to Public Health Graduate School before I apply to Medical School.”

D.V., Junior, Clinical Laboratory Science Major: “I found the lectures that I attended very interesting. My first speaker was Dr. Perrotta, even though it was hard to listen to him as everyone was eating and moving around, it was a good introduction to the whole program. He did a good job at breaking down the public health field and showing everyone what each area focused on and if that could be for you depending on your interest. He made it clear and it was good because I know not everyone knows what public health is about.

The second lecture I attended was by Dr. Sherwood. I truly enjoyed his presentation because he was funny and stayed on track with the subject. He was very helpful and willing to talk to us after the lecture. So this really showed that he loves his work and cares about the students. From my point, I think the screen should have been bigger. I was in the back and it was hard to see. Another suggestion is that lunch should be held in a bigger room with tables.

My favorite was Dr. Joudah. He was really honest and sincere with all the questions that I asked him. I just admire what he does so I have lots of respect for him. I didn't go to his lecture because of class conflict but he gave me a whole overview of what Doctors without Borders is at the exhibits. Overall, I enjoyed the lectures and lunch. This program must definitely be repeated because I heard good things from students that I walked by and I thought it was awesome!”

I.P., Junior, Microbiology Major: “The Disease Detective Event was such an excellent event for UT students to explore careers in public health, especially the epidemiology aspect of public health. Though the event emphasized epidemiology, I was more impressed by the non-epidemiology talks, such as the public health law speaker and Doctors Without Borders. They added a different dynamic to the event and make it very interesting. In addition, the exhibits were great. They provided information about further study and careers in public health. This helped students attending the conference have a basic understanding about the path of public health after graduating from UT.”

Chris Mihealsick, Science Teacher, Crockett High School, Austin, Texas:

My name is Chris Mihealsick, and I am a Science teacher at Crockett High School, in Austin, TX. I brought my Honors Anatomy and Physiology classes to the “Become a Disease Detective – Discover Public Health” conference at the University of Texas on April 5, 2006. Dr. Field invited me to bring my classes, and I thought it would be a valuable experience for my students because a majority of them are interested in a career in the health field, many of them have not considered public health as an area they could study, and a majority of my Anatomy classes are seniors so the conference afforded them the experience of being on a college campus for an academic purpose.

This experience was very powerful for my students. They really felt that attending this conference was a special privilege, and they enjoyed learning about the public health field. The process of learning about the CDC and the work of some prominent scientists, then hearing the scientists speak about their work was a new and unique experience for my students. This experience allowed students who are traditionally underrepresented in science at the post-secondary level (minority and/or low-income) to be exposed to current research and opinions of prominent scientists in the public health field. Students were overwhelmingly positive about the experience, and hopefully attending the conference has sparked some interest in science as a college major or a career.

My students wrote reflections on the experience, and some relevant student quotes are included below:

“I enjoyed being exposed to public health – I’d never heard of it before.”

“I thought the field trip was awesome! It was interesting to meet the people who work for the CDC because they had interesting experiences with viruses.”

“I liked the field trip – it was interesting and gave me a better understanding of public health.”

“It was so much fun!”

“I really liked the field trip! I think it was a great opportunity to see what college might be like.”

“I loved the field trip, it was so fun trying to fit in and look like we went to the best school in all the land, UT. The speakers were great and funny.”

“I thought the field trip was fun! Being able to have the opportunity to listen to those speakers was great. I know I definitely learned a lot and had a good time.”

“I think the field trip was really fun and interesting because it was so cool to learn about what the people do in their jobs so we can have a safe environment.”

Attending the disease detectives conference was a unique opportunity for my students, one that the students and I believe was very valuable. Hopefully my future classes will have the same opportunity.

LBJ High School Students, Austin, Texas

J.S.: “I thoroughly enjoyed the public health symposium on April 5th – it was probably the first time that I was truly exposed to the world of professional public health. I've read books on epidemiology and watched movies concerning horrible disease outbreaks, but those books are easy to get lost in, and those movies are obviously dramatized versions of what actually happens in this field. Although none of the lecturers I saw at the conference talked in depth about such sensationally horrifying diseases as Ebola or mad cow disease, I think I was able to get a good feel for many of the techniques used in the field of public health. For example, I learned how important it is to not just to work in a lab, but to survey patients and relate to them. Dr. McCormick lectured on the relationships between diabetes and tuberculosis and he explained in detail the types of things he learned from working directly with obese/diabetic people in south Texas.

I also discovered the importance of history in epidemiological studies: Dr. Sherwood connected the great flu outbreak of 1918 with the suspicion – almost a certainty – that a new flu pandemic will sweep the world in only a few more years. When (or if) this new flu comes, we will be able to draw on lessons learned in the past, rather than simply panicking and trying to contain and study the virus through untested or unorganized methods.

Overall, I found the lectures engaging despite the fact that they were geared towards college students already focused on successful careers. As high school students, my classmates and I definitely viewed these talks more as discussions than as collections of hints for goal-oriented people, and I think we benefited from that. On a side note, I read Laurie Garrett’s *The Coming Plague* last semester and became quite acquainted with some of the incredible deeds of a certain Dr. Joe McCormick – who happened to be at this conference! I asked him to sign my book! (Giving away free books at the conference was an amazing idea, by the way!) Thanks so much!”

S.H.: I attended four talks at the public health conference: the introductory talk that occurred during lunch, the influenza talk, the Joseph McCormick talk, and the Doctors Without Borders talk.

I found all of the talks very informative. I learned about the spread of influenza, the connection between diabetes and tuberculosis, and the variety of careers found in the public health profession.

The most interesting talk to me, however, was the Doctors Without Borders talk by Fady Joudah. I loved that he used his own personal pictures in his presentation. They added a more human aspect to the information provided that was sometimes absent in the other talks. The talk also spanned into other subjects such as politics and poetry. Since I personally hope to attend medical school in the future, Mr. Joudah's passion for helping others was fascinating. His use of real world cases also added perspective on the diagnostic process. I particularly enjoyed his moderate outlook on humanitarian aid. His emphasis on helping people without becoming too involved showed a very clear analysis of the situation. Plus, his poetry wasn't half bad.

The exhibits were also enjoyable. Many of my classmates flocked around the stuffed animal diseases – mononucleosis, Ebola, etc. The free books were also great! I enjoyed my day attending the public health seminars very much. Thank you.”

M.H.: “I thought that the public health conference was very interesting. I had to leave early for a school band concert, so I only got to hear the lecture on the avian flu. It was a very well-made presentation and the enthusiasm of the lecturers made me think about what a career in public health would be like. Thank you.”

C.J.N.: “The Discover Public Health symposium on 5 April 2006 was pregnant with wisdom and experience and tale-telling stories that made it a venue perfect for those interested in medicine or contemplating some kind of future in public health.

I attended several events (e.g., Public Health: Austin!, Epidemiologists: Outbreaks Are Our Business!, and A Doctor Without Borders) and enjoyed all three almost equally. I thought the presentation by Fady Joudah was an awesome personification of the Doctors w/o Borders program; there I learned about the true social, political and economic machinery of what is going in these foreign nations where these dedicated men and women are volunteering their time and working to save lives.

It was a thrill having a single place where people with different personalities from all areas of public health could meet and speak with students and the general public and provide a realistic idea of how incorporated public health is in our everyday life. Thank you for this symposium; this was one of those events that a participant such as myself can use in planning my future.”

A.F.: “I had a great time going to all the lectures at the forum. Up until this point, although I knew I wanted to center my career in science and biology, I was uncertain what my focus would be. This seminar really helped me to decide what I want to do in the future. Not only were the lectures that I attended very interesting, there were also talks that were very informative as to how to get started in a career in public health services. One of my favorite lectures was Pandemic Influenza. It was incredibly interesting and very exciting to listen to! I only wish that there had been more time so that we could have asked questions! However, the best part of the forum was all the opportunities in public health that were identified. I now am certain that my future career will be in public health services. Not only did the speakers talk about what you need to do to

get into public health, the people there who were involved in public health were very helpful and informative in telling us about different opportunities in their particular fields. It was so amazing to have such a helpful, interesting and informative forum to help me in deciding my future plans and formulate what I am going to do in the future.”

Summarize key findings obtained using your approved education evaluation tool(s).

1. Professional Development Luncheon for University Faculty, Academic Advisors and Career Counselors, April 4, 2006

- **Demographic Analysis of Participants Attending the Luncheon (Tables 1-8)**

Seventy five individuals attended the professional development luncheon and demographic information was collected from 55 participants, using a standardized CDC survey instrument. An analysis of these surveys is provided below in Tables 1-8.

Tables 1-3 detail the gender, age, and race/ethnicity of luncheon participants. Forty one (75%) of 55 individuals responding to the survey were female and 14 (25%) were male (Table 1). Six (11%) of luncheon attendees ranged in age from 20-29, 23 (41.8%) were between 30-49 years of age and 49% were ages 50- 60 or older (Table 2). The race/ethnicity of the survey respondents was as follows: 46 (85.5%) White, six (11%) Hispanic or Latino, two (3.6%) Asian or Asian American, and one (1.8%) was Black or African American (Table 3).

As outlined in Table 4, 35 (65%) of the luncheon participants who completed the survey, indicated they were affiliated with a college or university, nine (17%) worked at a state health department, eight (15%) were associated with a local health department and two (3.7%) represented a non-profit organization. As shown in Table 5, 33 (67%) of 54 individuals who responded to the survey indicated they did not work in a health profession shortage area; 14 (29%) worked at a health department and two (4%) worked in research or in a genetics laboratory.

Table 6 summarizes the length of time that luncheon attendees had worked for their current employers. Twelve (22.6%) of those who completed the survey had worked for their current employer from less than 1- 3 years, 10 (18.9%) had worked for their employer 4-6 years, 12 (22.6%) for 7-12 years, and 19 (35.8%) from 13- 16 years or more. As shown in Table 7, 18 (33.3%) luncheon participants were responsible for disaster preparedness or emergency response and 36 (66.7%) were not.

Finally, Table 8 summarizes the 21 different professions of the luncheon attendees. Three university professions were represented most frequently: teacher/faculty (10), academic advisors (9), and career services (4). Thirteen individuals worked as health professionals and 11 as public health professionals. The latter included three epidemiologists. One licensed professional counselor, one librarian, one university program coordinator and four students also attended.

- **Supplemental Evaluations : Professional Development Luncheon (Tables 9 – 23)**

An additional survey was administered to faculty, academic advisors and career counselors who attended the professional development luncheon, in order to assess the effectiveness of the luncheon presentations. Twenty six individuals responded to the survey and the results are presented in Tables 9-23.

Table 9 summarizes the classification of university personnel who attended the

luncheon. Ten individuals (38%) were faculty members, 14 (54%) were academic advisors and two (7.7%) were career advisors. As shown in Table 10, all but two of these individuals were from UT Austin. One person each from Concordia University and the UT School of Public Health also completed the survey. Seventeen individuals at UT Austin were associated with the College of Natural Sciences, one with the College of Education, two with the College of Pharmacy, and two with the School of Nursing.

Table 11 summarizes the wide variety of majors taught and advised by these university personnel. When these individuals were asked about how knowledgeable they believed their students were about public health, 70% indicated that students were somewhat knowledgeable and 30% responded that students were not knowledgeable about the field (Table 12). Only 11% of these faculty members, academic advisors and career counselors indicated that they, themselves, were knowledgeable about the field of public health prior to attending the luncheon (Table 13). However, 100% of university personnel responded that it was valuable for them to attend a luncheon with public health professionals (Table 14), and that the featured presentations at the luncheon were informative and increased their understanding of public health (Table 15). Ninety four percent of survey respondents also agreed that the luncheon presentations increased their understanding of the educational pathways that lead to careers in public health (Table 16). One hundred percent of individuals responded that they would use what they learned at the luncheon to advise students about public health as a career choice (Table 17).

Sixty nine percent of survey respondents indicated they planned to attend the conference presentations on April 5th (Table 18). Table 19 summarizes the presentations that were of most interest to these individuals. Seventy one percent of individuals also responded that they were planning to visit the conference exhibits on April 5th (Table 20). Forty eight percent respondents expressed interest in the graduate schools of public health exhibits, 23% in public health organization exhibits and 30% in the information resources center (Table 21). Forty eight percent of respondents also indicated that they had visited the conference website (Table 22). Table 23 summarizes the many additional positive comments that university personnel shared about the luncheon presentations.

2. Scientific Conference for University and High School Students, Faculty, Advisors and Career Counselors, April 5, 2006

- **[Demographic Analysis of Conference Participants \(Tables 1-8\)](#)**

It is estimated that > 550 individuals attended the scientific conference on April 5th and demographic information was collected from 484 participants, using a standardized CDC survey. An analysis of these surveys is provided in Tables 1-8. Tables 1-3 details the gender, age, and race/ethnicity of conference participants. Three hundred thirty five (69.2%) of the 484 responding to the survey were female and 30.8% were male (Table 1). Four hundred nine (84%) of 486 conference attendees ranged in age from under 20-29 years of age; 48 (10%) were ages 30-49 and 29 (6%) were ages 50- 60 and older (Table 2). One hundred forty (30%) of 465 conference participants were White, 140 (30%) were Hispanic, 89 (19.1%) were Asian or Asian American, and 73 (15.7%) were Black or African-American. Two (0.65%) identified themselves as Native Hawaiian or other Pacific

Islander and 6 (1.3%) listed themselves as being another race or ethnicity (Table 3).

As shown in Table 4, 331 (69%) of 479 conference attendees who completed the survey, were affiliated with a college or university, while 8.9% were associated with a high school. Thirty three (6.9%) and 13 (2.7%) identified themselves as working for either a state or local health department, respectively. Twenty five (5.2%) were affiliated with a hospital or community clinic. Eight individuals worked in business, three for a community-based organization and two for law enforcement/fire/emergency response. Twenty two others (4.5%) were associated with other types of institutions.

As shown in Table 5, 307 (77%) of 398 individuals responding to the survey indicated that they did not work in a health profession shortage area; 36 (9%) worked at a health department and 20 (6.5%) worked in a community health center. Four individuals indicated they were associated with a national health service center, two with a migrant health center and one each with a federally qualified health, health care for the homeless and a designated ambulatory practice site. Twenty five (6.3%) responded that they were associated with other types of health profession shortage area.

Table 6 summarizes the length of time that conference attendees had worked for their current employers. One hundred ten (40%) of 274 individuals had worked for their employer for less than one year, 89 (32.5%) had worked for their employer from 1-3 years and 35 (12.7%) had worked for 4-6 years. Sixteen (5.8%) had been employed by their current employer for 7-12 years and 24 (8.7%) for 13- 16 or more years.

As can be seen in Table 7, 52 (13%) of 399 conference attendees were responsible for disaster preparedness or emergency response and 319 (80%) were not. Twenty eight (7%) did not know if they were responsible for disaster preparedness or emergency response.

Table 8 summarizes the 51 different professions listed by the 477 conference participants who completed the survey. By far, the greatest number of conference attendees were students, who made up 342/477 (71.6%) of those responding. These included 169 (35%) university students, 61 (12.7%) high school students, 46 (9.6%) public health students and 30 (6.2%) allied health students. Four individuals identified themselves as graduate students. Six students were allopathic medical students, three were medical residents, two were dentistry students, five were pharmacy students and two were physician assistant students. Two advanced practice nursing students and five nursing students also responded to the survey. Three individuals identified themselves as mental health students and two as community health worker students. Sixty five participants (13.6%) completing the survey identified themselves as health or public health professionals and 10 (2%) indicated they were university faculty or advisors.

- **Supplemental Evaluations: University Students, High School Students, Faculty, Advisors and Other Conference Attendees (Tables 24 - 47)**

A supplemental evaluation was administered to all conference participants to gather additional demographic information and to assess the effectiveness of the scientific presentations. The results of these evaluations are summarized in Tables 24-47.

Supplemental Evaluations: University Students (Tables 24-31)

The classification of university students attending the conference is shown in Table 24. Of the 200 students responding to the survey, 80 (40%) were seniors, 56 (28%) were juniors, 24 (12%) were sophomores, and 10 (5%) were freshmen. Thirty (15%) were in other categories, including 16 graduate students, four students attending clinical laboratory science programs, four students enrolled in the UT School of Public Health certificate program, two post-baccalaureate students, one law student, one student at the UT School of Public Health, one alumnus, and one unspecified student.

When university students were asked to list their major field of study, 30 different majors were identified. (Table 25). By far, the most popular major of conference participants was Biology with 91 (44%) of the total respondents. A distant second was Clinical Laboratory Science, a major making up 16 (7.7%) of survey respondents. When students were asked to indicate their career interests, 184 respondents listed 28 different fields of interest (Table 26). The three careers identified most frequently were medicine (37.5%), public health (23.3%) and pharmacy (7.6%).

University students were queried about how they learned about the conference. An analysis of 300 responses revealed that they learned about the conference most often from teachers (28%), followed by e-mails (17.3%), banners and flyers (15.6%), student organizations (15.3%), friends (13.6%), advisors (6.6%) and student newspaper advertisements (3%).

Students attending the scientific presentations and visiting the exhibits were asked to evaluate their experience and to provide comments. Of 294 students who evaluated the conference presentations, 94% agreed or strongly agreed that the presentations were informative and increased their understanding about the field of public health (Table 28). Seventy one percent of 218 students indicated that they attended one conference session while 29% attended two or more sessions (Table 29). Students responded positively to the conference exhibits; eighty two percent of 117 students responded that the exhibits/resource center increased their understanding about educational and career opportunities in public health (Table 30). Final comments from university students about the conference are presented in Table 31.

Supplemental Evaluations: High School Students (Tables 32-38)

High school students also were given the opportunity to evaluate the scientific conference. The classification of high school students who attended the conference is shown in Table 32. Of 63 survey respondents, 42 (66.6%) were seniors and 21 (33.3%) were juniors. High school students indicated a wide variety of career interests (Table 33). The most popular career interest was medicine (16.3%) followed by biology (9.1%) and nursing (9.1%). The majority (88.8%) of 45 high school students indicated that they learned about the conference from their teachers (Table 34).

High school students also evaluated the scientific presentations and exhibits very positively. Eighty nine percent of 96 students who evaluated the conference presentations agreed or strongly agreed that the presentations were informative and increased their understanding about the field of public health (Table 35). Sixty five percent of 69 high school students attended one conference session and 35% attended two or three sessions. High school students also responded positively to the conference exhibits; ninety three percent of 43 students responded that the

exhibits/resource center increased their understanding about educational and career opportunities in public health (Table 37). Final comments from high school students about the conference are shown in Table 38.

Supplemental Evaluations: Faculty, Advisors and Other Conference Attendees (Tables 39-47)

Faculty, advisors and others who attended the scientific conference also were asked to evaluate the scientific presentations and exhibits. Faculty members who responded to the survey included those associated with universities, high schools and professional clinical laboratory science programs (Table 39). These faculty members taught a variety of courses (Table 40). Academic advisors responding to the survey advised biology and health professions students, and students majoring in health promotion and fitness, pharmacy, and problem solving and epidemiology (Table 41). The majority of faculty, advisors and other conference attendees learned about the Scientific conference primarily through colleagues (40.3%) and e-mails (28.2%) (Table 42).

Eighty nine percent of 89 faculty, advisors and other conference participants agreed or strongly agreed that the scientific presentations were informative and increased their understanding about the field of public health (Table 43). Fifty nine percent of 51 respondents attended one conference session and 41% attended between two and seven sessions (Table 44). These individuals also evaluated the conference exhibits positively; 75% of 32 participants agreed or strongly agreed that the exhibits/resource center increased their understanding about educational and career opportunities in public health (Table 45). Seventy eight percent of 51 individuals agreed or strongly agreed that the information they received at the scientific conference would be useful to them in their professional activities (Table 46). Final comments from faculty, advisors and other conference attendees are listed in Table 47.

3. Post-Conference Survey, July - September 2006

A follow-up survey was administered three to six months after the conference to faculty, academic advisors and career center personnel to determine if attending either the professional development luncheon, the scientific conference, or both impacted the way these individuals advised their students.

- **Post-Conference Survey for Faculty and Advisors (Tables 48-65)**

Twenty five individuals completed the post-conference survey: 11 academic advisors, 7 faculty, 6 career advisors and one librarian (Table 48). These individuals were responsible for advising students in a wide variety of majors (Table 49). When these academic professionals were queried about which of their students/advisees were most interested in public health, the most frequent responses were pre-med majors and biology majors (Table 50).

These individuals had varying knowledge of the field of public health prior to attending the professional development luncheon (Table 51), however, 95% of 22 respondents agreed or strongly agreed that the presentations at the luncheon were informative and increased their understanding of the field of public health (Table 52). When asked whether the resource notebook provided at the luncheon had been useful to them, 79% of 19 individuals agreed or strongly agreed (Table 53). Seventy five

percent of 20 participants agreed or strongly agreed that they had used the information and resources that they had received to advise their students (Table 54). Sixty four percent of 22 faculty, advisors and career counselors attended the scientific presentations on April 5th (Table 55). The presentations attended by these individuals are listed in Table 56. When these participants were asked which presentations were of most interest to them, they gave a variety of responses (Table 57). Six of eight individuals agreed or strongly agreed that they attending the scientific presentations increased their understanding of the field of public health (Table 58), while six of nine individuals agreed or strongly agreed that they had used what they learned at the scientific presentations to help advise students about the field of public health (Table 59).

Only six of 20 faculty, advisors and career counselors responded that they had attended the conference exhibits (Table 60). When asked which exhibits were of most value to them, four indicated the graduate schools of public health, two indicated public health organizations, and one listed the *Information Resources Center* (Table 61).

Nine of 18 faculty, advisors and career counselors responded that they had used the conference website to learn about public health (Table 62); 10 of 19 individuals indicated that they had referred students to the website to learn more about public health (Table 63).

When these academic professionals were asked to identify resources about public health that they would like to have to use with students, responses included CDs, handouts, additional copies of the public health career book, community contacts and updates on upcoming events and presentations. Finally, Table 65 lists the final recommendations that eight individuals provided to make future conferences more educational and useful.

DEMOGRAPHIC ANALYSIS OF CONFERENCE PARTICIPANTS 4/4/06 AND 4/5/06 (CDC Survey Form)

Table 1. Gender of Participants

Gender	Number of Participants Responding	
	Advisor's Luncheon (4/4/06)	Conference (4/5/06)
Female	41	335
Male	14	149
Total	55	484

Table 2. Age of Participants

Age	Number of Participants Responding	
	Advisor's Luncheon (4/4/06)	Conference (4/5/06)
Under 20	0	139
20-29	5	270
30-39	12	31
40-49	11	17
50-59	23	27
60 or older	4	2
Total	55	486

Table 3. Race/ Ethnicity of Participants

Race/Ethnicity	Number of Participants Responding	
	Advisor's Luncheon (4/4/06)	Conference (4/5/06)
American Indian or Alaska Native	0	0
Asian or Asian American	2	89
Black or African American	1	73
White	46	154
Hispanic or Latino	6	140
Native Hawaiian or Other Pacific Islander	0	3
Other		
Unspecified	0	2
American	0	1
Middle Eastern	0	1
Persian	0	1
White/Indian	0	1
Total	55	465

Table 4. Type of Institution

Type of Institution	Number of Participants Responding	
	Advisor's Luncheon (4/4/06)	Conference (4/5/06)
State Health Department	9	33
Local Health Department	8	13
Hospital or Community Health Clinic	0	25
College or University	35	331
Law Enforcement/Fire/Emergency Response	0	2
Community-based Organization	0	3
Business	0	8
Other		
Unspecified	0	12
Americorps	0	1
CDC: Federal	0	1
Family Member	0	1
High School	0	42
Ministry	0	2
Non-profit organization (APHL)	2	0
Pharmacy Chain Store	0	1
Physician: Private Practice	0	1
University Laboratory	0	1
Veterinary Surgeon	0	1
Waitress	0	1
Total	54	479

Table 5. Health Profession Shortage Area

Health Profession Shortage Area	Number of Participants Responding	
	Advisor's Luncheon (4/4/06)	Conference (4/5/06)
Does Not Apply	33	307
Health Department	14	36
Community Health Center	0	20
Migrant Health Center	0	2
Health Care for the Homeless	0	1
Public Housing Primary Care	0	0
Rural Health Clinics	0	1
National Health Service Center	0	4
Indian Health Center	0	0
Federally Qualified Health Center	0	1
Designated Ambulatory Practice Sites	0	1
Other (specify)		
Unspecified	0	12
Biostatistics	1	0
Genetics Laboratory	1	1
Health Promotion	0	1
Long Term Care	0	1
Medical Assistant	0	1
Medical Technologist	0	1
Medicine	0	1
Non-Profit Clinic	0	1
Pharmaceutical Industry	0	1
Pharmacy	0	2
Public Health Laboratory	1	0
Research	1	1
Teaching	0	1
Student	0	1
Total	51	398

Table 6. Length of Time Working for Current Employer

Length of Time Working for Current Employer (years)	Number of Participants Responding	
	Advisor's Luncheon (4/4/06)	Conference (4/5/06)
Less than 1	1	110
1-3	11	89
4-6	10	35
7-9	6	6
10-12	6	10
13-15	5	9
16 or more	14	15
Total	53	274

Table 7. Responsibility for Disaster Preparedness or Emergency Response

Responsibility for Disaster Preparedness or Emergency Response	Number of Participants Responding	
	Advisor's Luncheon (4/4/06)	Conference (4/5/06)
Yes	18	52
No	36	319
Don't Know	0	28
Total	54	399

Table 8. Current Profession

Current Profession	Number of Participants Responding	
	Advisor's Luncheon (4/4/06)	Conference (4/5/06)
Health Profession		
Physician	4	4
Physician Assistant	0	0
Nurse, Advanced Practice	0	0
Nurse, RN	2	4
Nurse, LVN	0	0
Home Health Aide/Medical Assistant	0	2
Laboratory Professional	5	10
Dentist	0	1
Dental Worker (Hygienist, Assistant)	0	0

Current Profession	Number of Participants Responding	
	Advisor's Luncheon (4/4/06)	Conference (4/5/06)
Clinical Laboratory Technician	0	7
Veterinarian	1	2
Nutritionist/Dietician	1	2
Pharmacist	0	2
Therapist (OT, PT, RT, ST)	0	2
First Responder (EMT, Fire, Rescue, Hazmat)	0	2
Psychiatrist	0	0
Psychologist	0	0
Mental Health/Substance Abuse Clinician	0	0
Mental Health/Substance Abuse Counselor	0	0
Public Health Professionals	0	0
Social Worker	0	1
Biostatistician	1	2
Bioterrorism Coordinator	3	1
Community Outreach/Field Worker	0	0
Environmental engineer (includes technician)	0	1
Environmental Scientist and Specialist	0	3
Health Educator/Trainer	2	3
Health Information Systems/Data Analyst	0	1
Health Planner/Researcher/Analyst	0	0
Hospital Administrator/Management	1	0
Infection Control/Disease Investigator	1	6
Students		
Allied Health Student	0	30
Allopathic Medical Student	0	6
Community Health Worker Student	0	2
Dentistry Student	0	3
Medical Resident	0	3
Mental Health Student	0	3
Nursing, Advanced Practice, Student	0	2
Nursing Student	0	5
Osteopathic Medical Student	0	0
Pharmacy Student	0	5
Physician Assistant Student	0	2
Public Health Student	0	46

Current Profession	Number of Participants Responding	
	Advisor's Luncheon (4/4/06)	Conference (4/5/06)
Other		
Public Health Laboratory Specialist	0	4
Elected Government Official	0	0
Emergency Management (FEMA, Civil Defense)	0	0
Law/Judicial/Attorney	0	1
Law Enforcement	0	0
Support Staff (Administrative Assistant, Clerk)	1	6
Public Information Staff (Media Spokesperson/Liason, PR Staff)	0	0
Teacher/Faculty	10	6
Other (specify)		
Unspecified	0	6
Agency Recruiter	0	1
Academic Advisor	9	2
Business	0	1
Career Counselor	0	1
Other (continued)		
Career Services	4	0
Counselor, Licensed	1	0
Professional		
Counselor	0	1
Entertainment	3	4
Epidemiologist	0	1
Evolutionary Biologist	0	1
Health Education	1	0
Librarian	0	1
Marketing-Career Transition	0	1
Medical Assistant	0	1
Nurse/Doctor Spanish Translator	0	1
Nutritional Science Student	1	0
Public Health Laboratory/Non-Profit Organization	0	1
Sanitary Health Inspector	1	0
University Program Coordinator	1	4
Student, Graduate	0	61
Student, High School	3	169
Student, University		
Total	56	477

SUPPLEMENTAL EVALUATIONS: PROFESSIONAL DEVELOPMENT LUNCHEON 4/4/06

(RESPONSES FROM FACULTY AND ADVISORS; DOES NOT INCLUDE PUBLIC HEALTH PROFESSIONALS)

Table 9. Classification of University Faculty and Advisors Attending the Luncheon

Classification	Number of Responses
Faculty	10
Academic Advisors	14
Career Advisors	2
Total	26

Table 10. University/Academic College or School Represented by University Faculty and Advisors Attending the Luncheon (free responses)

University/ Academic College or School	Number of Responses
University of Texas at Austin College of Natural Sciences	17
College of Education	1
College of Pharmacy	2
School of Nursing	2
Concordia University, Austin, TX	1
University of Texas School of Public Health	1
Total	24

Table 11. Majors Taught and Advised by University Faculty and Advisors Attending the Luncheon (free responses)

Majors Taught and Advised	Number of Responses
University of Texas at Austin All majors Biology Biology, Microbiology, Clinical Laboratory Science, Pre-pharmacy Health Education and Health Promotion Health Professions Human Development and Family Sciences, Computer Science, Textiles and Apparel Human Development and Family Sciences, Nutrition Math, Physics, Astronomy Math and Statistics Math and Science Teaching (UTeach): Biology, Chemistry, Physics, Geology and Mathematics Nutritional Sciences Nursing Nursing/Public Health Pharmacy Pharmacy and Infectious Diseases Transitional Advising Center undeclared, Human Development and Family Sciences, Textiles and Apparel, Nutrition	2 1 2 1 1 1 1 1 1 2 1 1 1 1 1 1 1
Concordia University Biology and Environmental Science	1
University of Texas School of Public Health Biostatistics	1
Total	21

Table 12. How knowledgeable do you think your students are about public health?

Knowledge About Public Health	Number of Responses
No Knowledgeable	7
Somewhat knowledgeable	16
Very Knowledgeable	0
Total	23

Table 13. My knowledge about the field of public health prior to attending this luncheon was....

Knowledge About Public Health	Number of Responses
Not Knowledgeable	16
Somewhat knowledgeable	2
Very Knowledgeable	0
Total	18

Table 14. It was valuable to me to attend a professional development luncheon with public health professionals.

Value of the Luncheon	Number of Responses
Yes	19
No	0
Total	19

Please comment about why you responded as you did. (free responses)

1. I will use the information in advising a lot.
2. I will take back this information to my students.
3. This has helped me learn more about the field of public health.
4. I now have a better understanding of the applicability of public health advanced degrees for nutrition and human development and family science majors.
5. Particularly enjoyed learning about disparate fields in academia.
6. This has helped me learn more about the field.
7. It has been wonderful to meet people working in the “real world” who could be potential mentors for my students.
8. The resources provided will be a wonderful help for my students.
9. A great networking opportunity.

Table 15. The featured presentations at the luncheon were informative and increased my understanding of the field of public health.

Value of Featured Presentation	Number of Responses
Yes	19
No	0
Total	19

Please comment about why you responded as you did. (free responses)

1. I was glad to hear about majors outside of science that are relevant (e.g. business).
2. The breadth of the field become apparent.
3. Particularly enjoyed learning about the disparate fields in academia.
4. Dr. Perrotta’s presentation helped me learn more about the field.
5. It was informative to see and hear the broader, different perspectives of public health.
6. Excellent presentation.

Table 16. The featured presentations at the luncheon increased my understanding of the educational pathways that lead to a career in public health.

Value of Featured Presentation	Number of Responses
Yes	17
No	1
Total	18

Please comment about why you responded as you did. (free responses)

1. This presentation gave me relevant information about majors outside of science.
2. I would have liked to have had more information about useful academic backgrounds.
3. I wish there had been more time to ask questions.
4. This field is multifaceted.
5. Particularly enjoyed learning about disparate fields in academia.

Table 17. I will use what I learned today to help advise students about public health as a career choice.

Usefulness of Luncheon Presentations for Student Advising	Number of Responses
Yes	18
No	0
Total	18

Please comment about why you responded as you did. (free responses)

1. I will use this information to advise biology and biochemistry majors who are no longer pursuing pre-med and for non-traditional teaching opportunities.
2. Particularly liked the reference notebook.
3. My students are always asking me about career options. Prior to this, public health wasn't on my radar, but it would be appropriate for some of my students, especially those studying math and physics.
4. This has increased my awareness about public health.

Table 18. Do you plan to attend the scientific presentations on April 5th?

Plan to Attend Scientific Presentations?	Number of Responses
Yes	15
No	7
Total	22

Table 19. If you plan to attend the scientific presentations on April 5th, which presentations are of most interest to you?

Presentations of Most Interest	Number of Responses
The Fantastic Field of Public Health!	9
Public Health Austin!	7
Veterinarian Disease Detectives: Emerging Threats from Animals to Humans	7
A Disease Detective Tackles Border Health	6
Keynote Session: Discover Public Health!/ Hemorrhagic Fevers:Collaborating to Combat Killer Viruses in Africa	6
“Beating Back the Devil”- The CDC Epidemic Intelligence Service	5
Outbreak II: Medical Epidemiology – Disease Detectives in Action!	4
Women in Medicine/ Women in Public Health	3
Pandemic Influenza	3
The Monster At Our Shores: Quarantine and the Emerging Pandemic	3
A Humanitarian Crisis in Sudan: A Doctor Without Borders	3
Become A Disease Detective: Discover Laboratory Science	2
Outbreak I: Epidemiologists – Outbreaks Are Our Business	2
Doctor Interrupted: A Career in Public Health Law	2
A Century of Challenges: Public Health Responds!	1

Table 20. Do you plan to attend the conference exhibits on April 5th?

Plan to Attend Conference Exhibits?	Number of Responses
Yes	15
No	6
Total	21

Table 21. If you plan to attend the conference exhibits on April 5th, which presentations are of most interest to you?

Exhibits of Most interest	Number of Responses
Graduate Schools of Public Health	11
Public Health Organizations	5
Information Resources Center	7
Total	23

Table 22. Have you visited the conference website?

Visit Conference Website?	Number of Responses
Yes	11
No	12
Total	23

Please give us your comments about the conference website. (free responses)

1. Didn't know about it.
2. Excellent!
3. Good information, very attractive!
4. Looks good!
5. Beautiful!

Table 23. Do you have any other comments about today's luncheon presentations? (free responses)

Other Comments
<ol style="list-style-type: none">1. Fantastic! Job very well done!2. Excellent Presentation – thanks so much!3. Excellent!4. Advisors from Business and the College of Liberals Arts also needed to be here.5. Thanks very much. It is so important to have unified efforts to increase numbers of public health students.6. Good speaker today, very informative. Maybe include a presentation geared specifically towards advising at UT Austin. Advisors need more specifics for students! e.g. What MPH schools require – GRE scores, GPA, length of education, etc.7. Thank you for including other area universities other than UT.8. This was an important occasion for public health.



**SUPPLEMENTAL EVALUATIONS: UNIVERSITY STUDENTS
ATTENDING THE SCIENTIFIC CONFERENCE 4/5/06**

Table 24. Classification of University Students

Classification	Number of Students Responding
Freshman	10
Sophomore	24
Junior	56
Senior	80
Other	
Alumni	1
Student: Clinical Laboratory Science	4
Program	16
Student: Graduate	1
Student: Law Student	2
Student: Post-baccalaureate	1
Student; UT School of Public Health	4
Student: UT School of Public Health	
Certificate Program	1
Unspecified	
Total	200

Table 25. Majors of University Students (free responses)

Major	Number of Students Responding
Biochemistry	9
Biology	41
Cell and Molecular Biology	5
Human Biology	17
Microbiology	23
Molecular Biology	1
Neurobiology	4
Subtotal (All Biology)	<u>91</u>
Chemistry	4
Clinical Laboratory Science	16
Computer Science	1
English	2
Economics	1
Education	1
Engineering	
Biomedical	6
Chemistry	2
Electrical	2
Petroleum	1
Finance	1
Health Education	8
Health Promotion and Fitness	1
HED	1
Honors Programs	
Business	1
Plan II	9
Humanities	1
Kinesiology	5
Music	1
Mathematics	2
Nursing	5
Nutritional Science	6
Psychology	9
Pre-Health Professions	
Pre-Medicine	3
Pre-Nursing	1
Pre-Pharmacy	2
Pharmacy	4
Public Health	3
Public Affairs	1
Physics	1
Spanish	2
Social Work	2
Sociology	1
Theatre/Dance	1
Total	207

Table 26. Career Interests of University Students (free responses)

Career Interest	Number of Students Responding
Adolescent Health	1
Biology	1
Clinical Laboratory Science	7
Computer Engineering	1
Dentistry	2
Dietetics	1
Education	1
Humanitarian	1
Industrial Hygiene	1
Law	4
Laboratory Research	1
Science	2
Medical Field	2
Medicine	57
Medicine and Ph.D.	2
Medicine and Public Health	<u>10</u>
	69
Subtotal	
Molecular Diagnostics	1
Music	1
Non-Profit Organization	1
Nursing	4
Nutrition	2
Pharmaceutical Sales	1
Pharmacy	14
Physical Therapy	1
Philosophy	1
Physician Assistant	3
Public Health	25
Centers for Disease Control and Prevention	1
Corporate/Community Health	1
Epidemiology	10
Health Education and Promotion	1
Public Health Education	2
Public Health Laboratory	2
Public Health Law	<u>1</u>
	43
Subtotal	
Research	6
Teaching	3
Undecided	8
Veterinary Medicine	1
Total	184

Table 27. How Did You Learn About This Conference? (check all that apply)

How Did You Learn About This Conference?	Number of Students Responding
Advisors	20
Daily Texan Advertisement	10
Banners/Flyers	47
Friends	41
Teachers	84
E-mails	52
Student Organizations	46
Total	300

Table 28. Evaluation of Scientific Presentations (rate using the Likert Scale)

This presentation was informative and increased my understanding about the field of public health.				
1	2	3	4	5
Strongly disagree				Strongly agree
0 ¹	1	16	117	160

¹Number of students responding

Table 29. Number of University Students Attending Multiple Conference Sessions

	Number of Conference Sessions Attended				
	1	2	3	4	5
Number of Students	155	40	8	12	3

Table 30. Evaluation of the Exhibits/Resource Center (rate using the Likert scale)

The exhibits/resource center increased my understanding about educational and career opportunities in public health.				
1	2	3	4	5
Strongly disagree			Strongly agree	
0 ¹	0	21	48	48

¹Number of students responding

Table 31. Final Comments by University Students About the Scientific Conference (free responses)

If this is your last session, what are your final comments about the conference?
<ol style="list-style-type: none"> 1. This was very enjoyable! 2. Great! 3. I enjoyed it. 4. Perhaps this could be a two day event? 5. My first time, it was great! 6. Very informative. I liked the fact that it was regionally centered and gave information on pertinent locations in Austin. 7. Excellent conference! Maybe include job fair for graduate students. 8. Great Organization. Thank you! 9. Great program. 10. This is an excellent idea. Great job! 11. Good 12. Very good and informative. 13. This was put together very well! 14. Well put together. Well organized. 15. Bring Dr. McCormick back! 16. Keep up the good work. 17. Very good conference. 18. I enjoyed the presentations and appreciate you setting this up. 19. This has been the best conference I have ever attended. Wide variety, very informative, well organized. 20. Overall, a great conference. I learned a lot and it was very interesting. 21. I enjoyed it. I wish that we could get more than one book ticket; there were wonderful books that I would have liked. 22. I only saw the <i>Doctors Without Borders</i> speaker and he was really good! 23. Great program. 24. A+ 25. Loved the organization of the conference and the variety of speakers. 26. Fantastic Speakers! Great Publicity! Thank you!

**SUPPLEMENTAL EVALUATIONS: HIGH SCHOOL STUDENTS
ATTENDING THE SCIENTIFIC CONFERENCE 4/5/06**

Table 32. Classification of High School Students

Classification	Number of Students Responding
Freshman	0
Sophomore	0
Junior	21
Senior	42
Total	63

Table 33. Career Interests of High School Students (free responses)

Career Interest	Number of Students Responding
Athletic Training	1
Biochemistry	1
Biology	5
Marine Biology	1
Biomedical Engineering	2
Business	1
Chemistry	1
Dental Hygiene	1
Engineering	
Mechanical	1
Molecular	1
Healthcare	4
Journalism	1
Kinesiology	1
Mechanical Engineering	1
Medicine	9
Medicine and Public Health	1
Neuroscience	2
Non-Profit Organization	1
Nursing	5
Nutrition	3
Political Science	1
Psychology	3
Physical Therapy	1
Public Health	1
Epidemiology	2
Scientist	1
Social Work	1
Teaching	3
Undecided	4
Veterinarian	1
Total	61

Table 34. How Did You Learn About This Conference? (check all that apply)

How Did You Learn About This Conference?	Number of Students Responding
Advisors	0
Daily Texan Advertisement	0
Banners/Flyers	0
Friends	3
Teachers	40
E-mails	2
Student Organizations	0
Total	45

Table 35. Evaluation of Scientific Presentations (rate using the Likert Scale)

This presentation was informative and increased my understanding about the field of public health.				
1	2	3	4	5
Strongly disagree				Strongly agree
0 ¹	3	8	36	49

¹Number of students responding

Table 36. Number of High School Students Attending Multiple Conference Sessions

	Number of Conference Sessions Attended				
	1	2	3	4	5
Number of Students	45	16	8	0	0

Table 37. Evaluation of the Exhibits/Resource Center (rate using the Likert Scale)

This presentation was informative and increased my understanding about the field of public health.				
1	2	3	4	5
Strongly disagree			Strongly agree	
0 ¹	0	3	23	17

¹Number of students responding

Table 38. Final Comments By High School Students About the Scientific Conference (free responses)

If this is your last session, what are your final comments about the conference?	
1.	I really enjoyed it!
2.	It was good.
3.	It was interesting.
4.	Give them more grant money!
5.	I enjoyed it a lot.
6.	I enjoyed seeing the professionals taking the time to talk to us.
7.	The sessions were great and broadened my perspectives of public health.
8.	It was awesome!
9.	The sessions made me understand more about public health and what professionals do.
10.	It was very interesting and educational.

SUPPLEMENTAL EVALUATIONS: FACULTY, ADVISORS AND OTHERS ATTENDING THE SCIENTIFIC CONFERENCE 4/5/06

Table 39. Classification of Faculty, Advisors and Other Conference Participants (free responses)

Classification	Number of Participants Responding
Faculty	
University	
University of Texas at Austin	10
University of Texas School of Public Health	1
Other University	1
Clinical Laboratory Science Program	2
High School	2
Advisors	
University of Texas at Austin	7
Others	
Curriculum and Instruction	1
Medical Technologist/Clinical Laboratory	4
Scientist	1
Health Education	1
Industrial Hygienist	1
Librarian	1
Marketing	1
Public Health	
Employee	3
Epidemiologist at TDSHS	1
Environmental Epidemiology at TDSHS	1
Professional	3
Region #7	1
Nurse	2
Sanitarian, City of Austin	1
Specialist	1
Technician	1
TDSHS	1
Total	48

Table 40. Courses Taught by Faculty Who Participated in the Scientific Conference (free responses)

Course	Number of Participants Responding
Anatomy and Physiology	2
Biology	3
Biostatistics	2
Drug Metabolism	1
Emerging Infections	1
Epidemiology	1
Genetics	1
Immunology	1
Immunoematology	2
Infectious Diseases	2
Introduction to Health Promotion	1
Medical Microbiology	3
Microbiology	2
Molecular Biology	1
Parasitology	1
Public Health Bacteriology Laboratory	1
Psychology	1
Serology	1
Total	27

Table 41. Majors Advised by Advisors Participating in the Scientific Conference (free responses)

Course	Number of Participants Responding
Biology	2
Health Professions	3
Health Promotion and Fitness	1
Pharmacy	1
Problem Solving and Epidemiology	1
Total	8

Table 42. How Did You Learn About This Conference? (check all that apply)

How Did You Learn About This Conference?	Number of Participants Responding
Advisors	0
Daily Texan Advertisement	0
Banners/Flyers	8
Colleagues	21
Teachers	0
E-mails	15
Student Organizations	0
Other	7
Students	1
Total	52

Table 43. Evaluation of Scientific Presentations (rate using the Likert Scale)

This presentation was informative and increased my understanding about the field of public health.				
1	2	3	4	5
Strongly disagree				Strongly agree
0 ¹	1	9	24	55

¹Number of participants responding

Table 44. Number of Faculty, Advisors and Others Attending Multiple Conference Sessions

	Number of Conference Sessions Attended						
	1	2	3	4	5	6	7
Number of Faculty, Advisors and Others	30	11	5	2	1	1	1

Table 45. Evaluation of the Exhibits/Resource Center (rate using the Likert scale)

The exhibits/resource center increased my understanding about educational and career opportunities in public health.				
1	2	3	4	5
Strongly disagree			Strongly agree	
0 ¹	0	8	13	11

¹Number of participants responding

Table 46. Usefulness of Scientific Conference in Professional Activities (rate using the Likert Scale)

The information I received at this conference will be useful to me in my professional activities.				
1	2	3	4	5
Strongly disagree			Strongly agree	
0 ¹	1	10	11	29

¹Number of participants responding

Table 47. Final Comments By Faculty, Advisors and Others About the Conference (free responses)

If this is your last session, what are your final comments about the conference?
<ol style="list-style-type: none"> 1. Great! 2. Excellent! 3. Very valuable. 4. It would be helpful to give session descriptions on flyer schedule. 5. Very informative. 6. Fun! 7. Excellent! 8. Today had been a great experience for my high school students.

**SUPPLEMENTAL EVALUATION: POST- CONFERENCE SURVEY
FOR FACULTY AND ADVISORS, JULY 2006**

Table 48. Classification of University Faculty and Advisors Completing the Post-Conference Survey

Classification	Number of Responses
Faculty	7
Academic Advisors	11
Career Advisors	6
Other Librarian	1
Total	25

Table 49. Majors Taught and Advised by University Faculty and Advisors Completing the Post-Conference Survey (free responses)

Majors Taught and Advised	Number of Responses
University of Texas at Austin	
All majors	4
Biology	3
Biology, Pre-health Professions	1
Biology, Microbiology, Clinical Laboratory Science	1
Biology, Microbiology, Clinical Laboratory Science, Pre-Med,	1
Pre-Pharmacy	1
Biology, Microbiology, Molecular Biology, Non-Science Majors	1
Biology, Chemistry, Physics, Math, Computer Science, Human Ecology, Astronomy	1
Human Development and Family Sciences, Computer Science, Textiles and Apparel	1
Math	1
Math, Physics, Astronomy	1
Math, Statistics, Physics, Nutrition	1
Microbiology	1
Pharmacy	1
Pre-Health Professions, all majors	1
Total	20

Table 50. In your experience, which of your students/advises is most interested in the field of public health? (free responses)

Students/advises interested in public health

1. Biology, nutrition, statistical math
2. Biology majors (and some science majors with a social conscience).
3. Our math statistics majors.
4. Mathematics, Natural Science Degrees (Biology, Nutrition, Chemistry)
5. Those that truly love biology and are looking for other options besides medical school.
6. Kinesiology
7. Pre-medical students
8. My public health bacteriology students.
9. Pre-med students
10. Health Professions students who are looking for additional programs other than Pre-med, Pre-Dent or Prepharmacy.
11. Premed/ Pre-pharmacy
12. Mostly pre-med, but also some pre-physician assistant students and once in a while a pre-dental student.
13. Mostly micro majors, often pre-med.
14. Pre-med and/or pre-pharm students who are very academically capable and confident, and have a true passion for serving the health needs of others, but might not be as competitive for their chosen pre-professional paths. These are students who present strong GPAs (3.0+) and an excellent resume of activities and involvements, but are simply not as competitive in a very rigorous pre-med or pre-pharm admissions review process.
15. Pre-medical students who are starting to reassess their desire to go to medical school.
16. Natural science, sociology/anthropology/psychology, health promotion.

Table 51. Knowledge of the Field of Public Health Prior to Attending the Professional Development Luncheon (rate using the Likert scale)

My knowledge of the field of public health prior to attending the professional development luncheon was...				
1	2	3	4	5
Very Low				Very High
1 ¹	6	9	6	1

¹Number of individuals responding

Please comment about why you responded as you did. (free responses)

1. As a former biology major, I am familiar with public health basics.
2. A friend's mother is an epidemiologist and I have several cousins who are R.N.'s – that's about all I know about the field.
3. I have professional colleagues who are involved with Public Health careers.
4. I have limited contact with information and school representatives.
5. I haven't worked with many students interested in this career option, so I hadn't done much research.
6. This would help me with advising kinesiology students and to network.
7. Some knowledge, but not too specific.
8. The Health Professions Advisors have basic knowledge of public health programs and where to refer students for additional information.
9. It is an area of interest and an advising area.
10. Even though I have been teaching at UT for several years, I have really not spent enough time on learning about what all the field of public health has to offer.
11. I had attended a previous such smaller-scale luncheon in the Fall of 2003, and that was my first real introduction to the field of public health. I felt like I had a broad overview of the field, but not necessarily specifics.
12. We advise students who are interested in clinical degree programs and have seen relatively few students who are interested in public health. Natural Sciences students interested in public health use the college resources. We see primarily non-science majors who are interested in non-science areas of public health or would like to be involved as MD's in the clinical side of things.
13. My own background.
14. I had a general idea as to what the field was about but was limited in my understanding – thinking it was exclusively epidemiologically oriented and only appropriate for natural sciences students.
15. I attended a "Disease Detective" luncheon last year, which increased my knowledge of public health from very low to average.

Table 52. Value of Luncheon Presentations (rate using the Likert scale)

The presentations at the luncheon were informative and increased my understanding of the field of public health.				
1	2	3	4	5
Strongly disagree			Strongly agree	
0 ¹	0	1	8	13

¹Number of individuals responding

Please comment about why you responded as you did. (free responses)

1. Biology has always been a passion for me and it was like taking a refresher course.
2. I had no idea of the various paths to careers in public health, and I wasn't aware of the types of careers in public health.
3. This venue was great to meet local and statewide professionals – i.e. “network”.
4. The information greatly enhanced my awareness of numerous public health issues and associated careers.
5. Not only was the data presented in a clear, concise manner, the presenter was very enthusiastic about the field. It was easy to catch that enthusiasm.
6. I learned a lot that day.
7. Gave me some more detailed knowledge
8. I really liked the speaker and especially the opportunity to talk with public health professionals and professors sitting with me at the luncheon.
9. Very informative.
10. The presentation broadly expanded my knowledge about public health and that it really has its ‘fingers’ in so many different areas.
11. I enjoyed hearing about the need for people to go into this career area as well as the fact that there are opportunities and excellent facilities here in Texas.
12. Good overview presented.
13. I feel that I was exposed to the breadth of public health as well as to the resources available to students that could help them learn more about the opportunities.
14. This was the second “Disease Detective” event that I have attended and it was very effective in increasing my understanding of public health.

Table 53. Usefulness of Resource Notebook (rate using the Likert scale)

The resource notebook about public health that I received at the luncheon has been useful to me.				
1	2	3	4	5
Strongly disagree			Strongly agree	
0 ¹	0	4	6	9

¹Number of individuals responding

Please comment about why you responded as you did.

1. I use it as a resource for student who come and seem me and have questions.
2. I've used it as a reference several times. It is well organized.
3. I use the resource notebook on a regular basis. There is a tremendous compilation of information that has directly affected students I have assisted.
4. Comprehensive information.
5. It has been helpful in making me more informed, but I haven't yet had an opportunity to use it with a student.
6. We have students that are kinesiology majors that are interested in health careers.
7. It looks wonderful, but I haven't had time to use it yet.
8. I have referred students to the notebook as a resource tool.
9. I use the information to better advise students.
10. I looked up some of the information and found it useful.
11. This has been a fabulous resource book and gives me a lot to refer back to in discussing the topic of public health with my students.
12. We've made use of it in our library as a reference tool for students.
13. I have glanced at much of the information but I have not utilized it as much as I had hoped – simply due to time constraints.
14. It has helped me become familiar with the different career areas within public health and we have placed it in our resource library for students to use.

Table 54. Use of Information and Resources for Student Advising (rate using the Likert scale)

Since attending the professional development luncheon, I have used the information and resources I received to help advise students.				
1	2	3	4	5
Strongly disagree			Strongly agree	
1 ¹	2	2	5	10

¹Number of individuals responding

Please comment about why you responded as you did.

1. After the conference, many students came to ask about the public health programs, and I was able to provide them with up-to-date answers.
2. Our major is rather focused; however, the information is good to know.
3. Many students have used the information not only to identify graduate programs but also to find specific areas of career interest. I use the resource notebook on a regular basis.
4. This type of advising has generally been handled by the Health Professions Advisors. Now that the Career Services Office has merged with the Health Professions Office, there is likely to be many more opportunities for overlap.
5. I have been able to use the information in the binder as another advising tool.
6. I have spoken with students interested in public health careers about the workshop.
7. Our office provides information to students from all colleges who do not have access to the CNS Career Services Counselors and are interested in getting more information about what programs are available in Public Health.
8. I have since talked with some of my students about going in for public health – more than what I did before the meeting.
9. It's one thing to discuss such topics with students, but it makes quite an impact when you have a very real 'visual' resource to which you can refer. I admit that my knowledge of public health is probably more limited than that of others, but it gives me something to share with my students. I have observed that our own Health Professions Office generally does not disseminate this information to students, probably because most of their traffic is of the pre-medicine or pre-pharmacy variety. However, so many of these students would be well (and much better) matched to the field of public health. The real value in helping them to explore it, and to spark and further develop their interest - it is so broad and so all-encompassing. Students really have a lot of freedom in 'shopping around' for something that best matches their interests, and having this information at my fingertips is a phenomenal resource for that.
10. It has been easier to give a description of the variety of professional/career areas in public health, and I've been more confident in expressing the need for and the opportunities for people who are interested in public health as a career area.
11. It feel more informed as to what type of student to direct to the public health field and how to describe the opportunities.
12. All the information I have regarding the field of public health was gained at the Disease Detective luncheon and I use only this information when promoting public health opportunities to my students. I find that most students are as uninformed as I was prior to attending a luncheon and they really enjoy the exposure to this exciting field.

Table 55. Did you attend any of the scientific presentations?

Attended scientific presentations	Number of Responses
Yes	8
No	14
Total	22

Table 56. Which presentations did you attend?

Presentations Attended	Number of Responses
A Disease Detective Tackles Border Health	6
Veterinarian Disease Detectives: Emerging Threats from Animals to Humans	4
The Fantastic Field of Public Health	3
Pandemic Influenza	3
The Monster At Our Shores: Quarantine and the Emerging Pandemic	3
Keynote Session: Discover Public Health!/ Hemorrhagic Fevers; Collaborating to Combat Killer Viruses in Africa	3
Become A Disease Detective: Discover Laboratory Science	2
Outbreak I: Epidemiologists – Outbreaks Are Our Business	2
A Humanitarian Crisis in Sudan: A Doctor Without Borders	2
Women in Medicine/ Women in Public Health	1
Public Health Austin!	1
“Beating Back the Devil”- The CDC Epidemic Intelligence Service	1

Table 57. Which scientific presentations were most interesting to you and why? (free responses)

Most interesting presentations
1. A “Disease Detective Tackles Border Health” – I grew up in Brownsville, Texas and was born in Tamaulipas.
2. Doctors Without Borders
3. Veterinarian diseases – Most Americans don’t appreciate zoonoses or connect animal health to their health/food supply. Dr. Joudah’s presentation was the best of the day.
4. Pandemic influenza – the media piqued my interest about this category. Also, epidemiologists and outbreaks, because of the complexity in identifying, categorizing, informing and developing a plan of action.
5. I couldn’t attend presentation since it was the same day as our teacher fair.
6. I was really disappointed I couldn’t attend due to previous commitments.
7. I was interested in the Public Health presentation from the local community perspective and what the process was to trace the source of an illness to a particular guest at a restaurant. I thought the presentation about diseases that are passed to humans from animals was also interesting because I help pre-vet students. I thought this topic would be something I could more informed about.
8. I remember being interested in hearing the real life stories of people who are working in public health.
9. Border Health – since particularly relevant to us here in TX; also well presented.

Table 58. Evaluation of Scientific Presentations (rate using the Likert scale)

Attending the scientific presentations increased my understanding of the field of public health.				
1	2	3	4	5
Strongly disagree			Strongly agree	
1 ¹	0	1	2	4

¹Number of individuals responding

Please comment about why you responded as you did.

1. Even though I am familiar with the field, I was not aware of the application process to apply to a school of public health – now I am.
2. Again, networking!
3. Often times our awareness of fields is cursory in nature. If we are truly exposed in greater depth, our understanding and appreciation increases.
4. Some of the presentations were a bit over my head as far as the science, but I could see that many of the students got a lot out of them. Still, I was able to get an impression of what people are doing in public health and the need for people to go into this career field.

Table 59. Usefulness of Scientific Presentations for Student Advising (rate using the Likert scale)

I have used what I learned at the scientific presentations to help advise my students about the field of public health.				
1	2	3	4	5
Strongly disagree			Strongly agree	
1 ¹	0	2	2	4

¹Number of individuals responding

Please comment about why you responded as you did.

1. Not particularly – advising is not my job.
2. The better informed I am the more effective I can be with students I advise.
3. Excellent content of the many presentations covering many different aspects of public health.

Table 60. Did you attend the conference exhibits in the Texas Union Ballroom on April 5th?

Attend conference exhibits?	Number of Responses
Yes	6
No	14
Total	20

Table 61. Which exhibits were of most value to you?

Exhibits of most value	Number of Responses
Graduate Schools of Public Health	4
Public Health Organizations	2
Information Resources Center	1

Please comment about why you responded as you did.

1. The number of graduate school opportunities.
2. Learned of new graduate programs; excellent resources and book lists from Nancy Elder, the Science Librarian.

Table 62. I have used the conference website to learn more about public health.

Usefulness of conference website	Number of Responses
Yes	9
No	9
Total	18

Please give us your comments about the conference website. (free responses)

1. I surfed the site so that I can tell students where to find the information they need and it was easy to navigate.
2. Immediately after the conference, I referred individuals.
3. Mostly to check the conference schedule.
4. I use it as a reference for interested students.

Table 63. I have referred students to the conference website to learn more about public health.

Referred students to the conference website.	Number of Responses
Yes	10
No	9
Total	19

Please give us your comments about the conference website. (free responses)

1. I surfed the site so that I can tell students where to find the information they need and it was easy to navigate.
2. I'd forgotten about it, but I will try to remember in the future.
3. Great information!
4. I didn't realize that it had links to resources.
5. I refer students who are interested in public health internships.
6. Will be sure to do so in the future.
7. I have referred them to national organizations, but have not been that familiar with the conference website – probably need to look into that some more! Thanks for the reminder.

Table 64. What other resources about public health would you like to have to use with your students?

Resources for use with students:
<ol style="list-style-type: none"> 1. I have what I need, thank you. 2. Perhaps CDs that we could give them or handouts with URLs. 3. CDs are very helpful and easy to distribute. 4. Updates on upcoming events and presentations. 5. More relevant information relevant to the use of statistics in public health. 6. I hope there will be another conference that I can refer my students to. 7. Handouts – especially the ones that indicate careers for students from a variety of undergraduate backgrounds. 8. Community contacts that students can contact for informational interviews. 9. I would like additional copies of the Public Health Careers book.

Table 65. Do you have any other final thoughts or suggestions about how to make future conferences more educational and useful to you?

Final thoughts or suggestions:
<ol style="list-style-type: none">1. Keep them coming!2. None right now.3. Information acquisition and distribution is extremely important in my career. This can also be said for issues in public health. The more exposure, the more the public is aware.4. A comprehensive listing of graduate programs, possibly with the focus of each.5. I thought the fair was great, well organized.6. Keep the program going!7. Know when the conference will be held sooner, so that I can inform my Freshman Interest Group early in the semester.8. It was a great help to me and I shared the information with the rest of our staff. So, it has made a very positive impact in our knowledge base and ability to help students become aware of more options.

