

**Appendix Table 1.** Ten Modules of the Evidence-Based Public Health Course and Accompanying Learning Objectives

<b>Module title</b>	<b>Learning objectives</b>
1. Introduction and overview of evidence-based public health	<ol style="list-style-type: none"> <li>1. Describe the basic concepts and the value of evidence-based decision making.</li> <li>2. Identify some sources and types of evidence.</li> <li>3. Recognize the importance of evidence-based decision making to advancing health equity.</li> <li>4. Describe several applications within public health practice that are based on strong evidence and several that are based on weak evidence.</li> <li>5. Define some barriers to evidence-based decision making in public health settings.</li> </ol>
2. Assessing and engaging communities	<ol style="list-style-type: none"> <li>1. Define community, the importance of conducting a community assessment.</li> <li>2. Describe principles, levels, and techniques of community engagement.</li> <li>3. Distinguish the multiple levels of influence on community health.</li> <li>4. Identify the types of data that are appropriate for assessing the needs and assets of the population/community of interest.</li> </ol>
3. Quantifying the issue	<ol style="list-style-type: none"> <li>1. To measure and characterize disease frequency in defined populations using principles of descriptive epidemiology and surveillance.</li> <li>2. To find and use various public health data sources for evidence-based decision making.</li> </ol>
4. Developing a concise statement of the issue	<ol style="list-style-type: none"> <li>1. Define criteria for the components of a sound problem statement.</li> <li>2. Develop a concise written statement of the public/community health problem, issue, or policy under consideration in a measurable manner.</li> </ol>
5. Searching and summarizing the scientific literature	<ol style="list-style-type: none"> <li>1. Define the different types of reviews.</li> <li>2. Describe the process used in systematic reviews and become familiar with the Community Guide.</li> <li>3. Identify key web resources for public health systematic reviews.</li> <li>4. Describe a strategy for conducting efficient and effective literature searches and assessment.</li> <li>5. Use recommended guidelines for searching the scientific literature.</li> </ol>
6. Developing and prioritizing intervention options	<ol style="list-style-type: none"> <li>1. Explain the importance of prioritizing program and policy options.</li> <li>2. Identify and apply methods for prioritizing program and policy options.</li> <li>3. Recognize the role of group processes and creativity in developing intervention options.</li> <li>4. Explore how the prioritization process can support your efforts toward health equity.</li> </ol>
7. Developing an action plan and building a logic model	<ol style="list-style-type: none"> <li>1. Identify the steps in action planning, including working with stakeholders.</li> <li>2. Describe when and how to adapt interventions for different communities, cultures, and settings.</li> <li>3. Explain the purpose and use of logic models.</li> </ol>

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	4.	Be able to construct a logic model worksheet.
8. Understanding and using economic evaluation	1.	Describe the ways economics contributes to public health.
	2.	Describe cost of illness/burden of illness studies.
	3.	Define economic evaluation, identify the different types, and learn about those most often used in public health.
	4.	Describe the process involved in conducting an economic evaluation.
	5.	Recognize how economics and economic evaluation can help to measure and influence health equity.
	6.	Know where to find cost of illness/burden of illness studies and economic evaluations.
9. Evaluating the program or policy	1.	Describe the basic types of program evaluation.
	2.	Distinguish the various types of evaluation designs useful in program evaluation.
	3.	Define the concepts of measurement validity and reliability.
	4.	Recognize the contributions of both qualitative and quantitative data to the evidence-based process and to improving health equity.
	5.	Describe some of the methods used in qualitative evaluation.
	6.	Explain how to report and disseminate results.
	7.	Discuss organizational issues in evaluation.
10. Communicating and disseminating evidence to policymakers	1.	Recognize the importance of effective communication in policy making for public health.
	2.	Define the components of a basic communication model.
	3.	Acquire tools and resources to create and disseminate messages about evidence-based solutions on different platforms for diverse audiences.
	4.	Gain experience in preparing a policy brief.

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**Appendix Table 2.** Barriers Reported to Applying Course Content by Year Cohort

Barrier	2005–2011 (N=345), n (%)	2012–2019 (N=378), n (%)	Total (N=723), n (%)	<i>p</i> - value
No funding for more training				0.614
Agree/strongly agree	118 (36.3%)	130 (34.5%)	248 (35.3%)	
Else	207 (63.7%)	247 (65.5%)	454 (64.7%)	
Not enough time				<b>&lt;0.001</b>
Agree/strongly agree	82 (25.3%)	154 (41.1%)	236 (33.8%)	
Else	242 (74.7%)	221 (58.9%)	463 (66.2%)	
Coworkers have not been trained				0.624
Agree/strongly agree	105 (32.2%)	128 (34.0%)	233 (33.1%)	
Else	221 (67.8%)	249 (66.0%)	470 (66.9%)	
No incentives at agency				0.911
Agree/strongly agree	67 (20.6%)	76 (20.2%)	143 (20.4%)	
Else	259 (79.4%)	300 (79.8%)	559 (79.6%)	
Too much information to process				<b>0.018</b>
Agree/strongly agree	47 (14.4%)	80 (21.2%)	127 (18.0%)	
Else	280 (85.6%)	297 (78.8%)	577 (82.0%)	
Nonsupportive organization culture				0.867
Agree/strongly agree	48 (14.8%)	54 (14.3%)	102 (14.5%)	
Else	277 (85.2%)	323 (85.7%)	600 (85.5%)	
Information too complex				0.180
Agree/strongly agree	14 (4.3%)	25 (6.6%)	39 (5.6%)	
Else	311 (95.7%)	352 (93.4%)	663 (94.4%)	
Information lacked relevance				<b>0.030</b>
Agree/strongly agree	10 (3.1%)	25 (6.6%)	35 (5.0%)	
Else	316 (96.9%)	351 (93.4%)	667 (95.0%)	

*Note:* Boldface indicates statistical significance ( $p < 0.05$ ) via  $\chi^2$  test statistic.

Appendix Figure 1. Evidence-based public health (EBPH) framework.

