

## Attachment 2. 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

### 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

#### Introduction


Form Approved  
OMB No. 0920-1050  
Expiration Date: 02/28/2018

Thank you for participating in the 2017 CDC Science Ambassador summer course! The information you provide will be used to guide the direction of future summer courses. Your participation is voluntary and your answers will not affect earning continuing education units.

You may take this survey anonymously. Information will be treated in a secure manner.

This survey will take approximately **20 minutes** to complete. By continuing to the next page, you have consented to complete this survey.

Please contact [scienceambassador@cdc.gov](mailto:scienceambassador@cdc.gov) if you have any questions or problems concerning this survey.


The public reporting burden of this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to - CDC/ATSDR Reports Clearance Officer; 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333 ATTN: PRA (0920-1050). 

Next

## 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

### Type of Participant

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

\* 1. Is this your first year participating in the CDC Science Ambassador Fellowship (previously the CDC Science Ambassador Workshop)? 

- Yes
- No, I am a returning Science Ambassador.

Prev


Next

## 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

### Pre-Summer Course (First Year Science Ambassadors)


To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.


#### Pre-summer Course Interaction

The following set of questions pertains to the pre-summer course period. 


**2. Please provide suggestions for improvement to the application process.** 

**3. Please provide suggestions for improvement to the phone interview.** 

**4. Please provide suggestions for improvement to the pre-summer course information packet.** 

**5. Please provide suggestions for improvement to the overall pre-summer course interaction with Science Ambassador Fellowship organizers.** 

## Past Experience

\* 6. In the last school year, how often did you use examples or activities in epidemiology or public health science (e.g., breaking news articles about the Zika virus or significant public health issues such as antimicrobial resistance or obesity) in your classroom? 

- More than twice a week
- Once or twice a week
- Once or twice a month
- Once or twice a school year
- Never


Prev

Next

## 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

### Past Experience (First Year Science Ambassadors)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

\* 7. Please indicate your level of agreement with the following statements about your use of epidemiology or public health science in your classroom prior to becoming a Science Ambassador Fellow. 

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a) Using examples from epidemiology or public health science has increased my students' critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Using examples from epidemiology or public health science has improved my students' science literacy (e.g., antimicrobial resistance).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Using examples from epidemiology or public health science has improved my students' math literacy (e.g., probability/risk calculations).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Using examples from epidemiology or public health science has improved my students' health literacy in topic areas such as nutrition, physical activity, or vaccinations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Using examples from epidemiology or public health science has increased my students' awareness about public health as a career choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Prev

Next

## 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

### Past Experience, continued (First Year Science Ambassadors)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

\* 8. In the last school year, how often did you use a complete lesson plan designed to teach epidemiology or public health science [e.g., Science Ambassador (SA) or Young Epidemiology Scholar (YES)]? 

- More than twice a week
- Once or twice a week
- Once or twice a month
- Once or twice a school year
- Never


Prev

Next


## 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

### Past Experience, continued (First Year Science Ambassadors)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

9. What was the source(s) of the lesson plans that you used to teach epidemiology or public health science? (Select all that apply.) 

- Science Ambassador
- Young Epidemiology Scholar (YES)
- Other (please specify)

\* 10. Please indicate your level of agreement with the following statements about your use of complete lesson plans designed to teach epidemiology or public health science [e.g., Science Ambassador (SA) or Young Epidemiology Scholar (YES)] prior to becoming a Science Ambassador Fellow. 

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a) These materials have increased my students' critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) These materials have improved my students' science literacy (e.g., antimicrobial resistance).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) These materials have improved my students' math literacy (e.g., probability/risk calculations).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) These materials have improved my students' health literacy in topic areas such as nutrition, physical activity, or vaccinations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) These materials have increased my students' awareness about public health as a career choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Prev


Next

2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

Summer Course (First Year Science Ambassadors)


To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.


The questions below pertain to the 2017 Science Ambassador Fellowship summer course.


\* 11. Select a response for each of the following sessions from the summer course. Select *\*N/A\** if you did not attend that session. 

	Taught me something useful	Should be kept for future summer courses	Level of Difficulty
Introduction to Epidemiology and One Health Case Study	<input type="text"/>	<input type="text"/>	<input type="text"/>
EIS Case Study: It's Potluck at Emory University	<input type="text"/>	<input type="text"/>	<input type="text"/>
Topic 1: Population Health	<input type="text"/>	<input type="text"/>	<input type="text"/>
Topic 2: One Health and Pandemic Influenza	<input type="text"/>	<input type="text"/>	<input type="text"/>
Topic 3: Foodborne and Waterborne Disease: Shigellosis	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lesson Planning, Part 1: Creating clear learning objectives	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lesson Planning, Part 2: Designing the activity outline	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lesson Planning, Part 3: Writing the scientific content	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lesson Planning, Part 4: Peer Review	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lesson Planning, Part 5: Drafting the activity details	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lesson Planning, Part 6: Presenting your work	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stephen B. Thacker CDC Library Tour	<input type="text"/>	<input type="text"/>	<input type="text"/>
David J. Sencer CDC Museum Tour	<input type="text"/>	<input type="text"/>	<input type="text"/>
CDC Entomology Insectary Laboratory Walkthrough	<input type="text"/>	<input type="text"/>	<input type="text"/>
Emergency Operations Center Tour	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reflections on EIS circa 1981: the early AIDS investigations in the U.S. at Emory University	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teacher Talks	<input type="text"/>	<input type="text"/>	<input type="text"/>
CDC Panel of Experts	<input type="text"/>	<input type="text"/>	<input type="text"/>



12. Please provide suggestions for improvement to any session you attended. [Identify each session, then provide the suggestions] 

13. Please provide suggestions for improvement to the Lesson Plan Template. 

14. Please provide any specific suggestions for any additional topics to include that align with current science standards. 

15. Please provide suggestions for improvement to the consultation with CDC Subject Matter Experts (SMEs). 


Prev

Next


## 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

### Post-summer course (First Year Science Ambassadors)


To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.


\* 16. Please indicate your level of agreement with the following statements about the incorporation of Science Ambassador (SA) Lesson Plans in your teaching. 

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a) I plan to incorporate SA Lesson Plans in my classroom this school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Incorporating SA Lesson Plans into my teaching will increase my students' critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Incorporating SA Lesson Plans into my teaching will improve my students' science literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Incorporating SA Lesson Plans into my teaching will increase my students' math literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Incorporating SA Lesson Plans into my teaching will improve my students' health literacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Incorporating SA Lesson Plans will increase my students' awareness about public health as a career choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) I believe my lesson plan will be a valuable contribution to other teachers like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


17. Rank the following potential barriers to incorporating what you learned during the 2017 Science Ambassador Fellowship summer course into your teaching. 

	1 - Not a barrier	2 - Somewhat of a barrier	3 - Moderate barrier	4 - Extreme barrier
Resources/Materials: Limited availability of effective public health or epidemiology resources to use in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources/Materials: Limited availability of effective public health or epidemiology resources that can be tailored to my grade level or subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual level: Lack of time to incorporate public health or epidemiology examples into courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual level: Lack of knowledge of public health or epidemiology content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual level: Low comfort level teaching public health or epidemiology topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment: Lack of support from school leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment: Lack of support from district leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment: Lack of student interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment: Competing school priorities (e.g., standardized testing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. What other barrier(s) (if any) do you face in incorporating what you learned during the 2017 Science Ambassador Fellowship summer course into your teaching? 


\* 19. Please indicate your level of agreement with the following statements about serving as a Science Ambassador Fellow. 

	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>local</u> conference, meeting, or professional development training session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>state/regional</u> conference, meeting, or professional development training session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>national</u> conference, meeting, or professional development training session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>international</u> conference, meeting, or professional development training session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I plan to develop and teach a course on epidemiology or public health science at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. If you are planning to present information about Science Ambassador Fellowship in the future, what is the name of the meeting and when does it take place? 

\* 21. Please indicate your level of agreement with the following statements about the Science Ambassador Fellowship summer course as a whole. 

	Strongly Agree	Agree	Disagree	Strongly Disagree
a) Because of the summer course, I have more knowledge and skills in epidemiology or public health science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Because of the summer course, I feel more confident in my ability to incorporate epidemiology or public health science into my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Because of the summer course, I feel more confident in my ability to use epidemiology or public health science in my teaching because I met teachers who are doing this (Science Ambassador peer leader).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Because of the summer course, I feel more confident in my ability to teach my colleagues how to incorporate epidemiology or public health science into their teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Because of the summer course, I gained at least one professional contact (e.g., subject matter expert, colleague) that I plan to connect with about incorporating epidemiology or public health science into my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Interacting with the second year Science Ambassador Fellowship peer leaders was a valuable part of the summer course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Because of the summer course, I will recommend the Science Ambassador Fellowship to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) I am satisfied with this Science Ambassador Fellowship summer course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Please provide suggestions for the Science Ambassador Fellowship summer course (e.g., sessions, focus, topic areas, new teaching strategies, technologies,) that will result in the greatest impact on student learning and achievement in epidemiology or public health science. 

\* 23. I am interested in attending a future Science Ambassador Fellowship as a peer leader.



- Yes
- No
- Undecided

Prev


Next

## 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

### Pre-Summer Course (Science Ambassador Peer Leader)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

#### Pre-Summer Course Interaction


The following set of questions pertains to the pre-summer course period. 


#### \* 2. Thank you for returning as a Science Ambassador Fellowship Peer Leader!


In what year did you first participate in the Science Ambassador Fellowship summer course (previously called the Science Ambassador Workshop)?

#### \* 3. Please indicate your level of agreement with the following statements about the Science Ambassador Quarterly Newsletters that you should have received.


	Strongly Agree	Agree	Disagree	Strongly Disagree	I do not receive a newsletter.
a) The newsletter helps me identify new resources to teach epidemiology and public health science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) The newsletter allows me to connect with my Science Ambassador cohort during the school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) The newsletter keeps me updated on Science Ambassador activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) The newsletter prompts me to share information about the Science Ambassador Fellowship to colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) The newsletter prompts me to share information about teaching epidemiology and public health science to colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please provide suggestions for improvement to the Science Ambassador Quarterly Newsletter. 

5. Please provide suggestions for improvement to the pre-summer course information packet. 

6. Please provide suggestions for improvement to the overall pre-summer course interaction with Science Ambassador Fellowship organizers. 

Past Experience 

\* 7. In the last school year, how often did you use examples from epidemiology or public health science (e.g., breaking news articles about the Zika virus or significant issues such as antimicrobial resistance or obesity) in teaching required units? 

- More than twice a week
- Once or twice a week
- Once or twice a month
- Once or twice a year
- Never

Prev

Next

## 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

### Past Experience, continued (Science Ambassador Peer Leaders)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

\* 8. Please indicate your level of agreement with the following statements about your use of epidemiology or public health science in your classroom before becoming a 2017 Science Ambassador Fellowship peer leader. 

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a) Using examples from epidemiology or public health science has increased my students' critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Using examples from epidemiology or public health science has improved my students' science literacy (e.g., antimicrobial resistance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Using examples from epidemiology or public health science has improved my students' math literacy (e.g., probability/risk calculations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Using examples from epidemiology or public health science has improved my students' health literacy in topic areas such as nutrition, physical activity, or vaccinations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Using examples from epidemiology or public health science has increased my students' awareness about public health as a career choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Prev


Next



2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

Past Experience, continued (Science Ambassador Peer Leader)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

\* 9. In the last school year, how often did you use a complete lesson plan designed to teach epidemiology or public health science [e.g., Science Ambassador (SA) or Young Epidemiology Scholar (YES)]? 

- More than twice a week
- Once or twice a week
- Once or twice a month
- Once or twice a school year
- Never


Prev

Next


## 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

### Past Experience, continued (Science Ambassador Peer Leader)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

10. What was the source(s) of the lesson plans that you used to teach epidemiology or public health science? (Select all that apply.) 

- Science Ambassador
- Young Epidemiology Scholar (YES)
- Other (please specify)

11. Please indicate your level of agreement with the following statements about your use of full lesson plans [e.g., Science Ambassador (SA) or Young Epidemiology Scholar (YES)] dealing with public health or epidemiology before becoming a 2017 Science Ambassador fellowship peer leader. 

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
a) These materials have increased my students' critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) These materials have improved my students' science literacy (e.g., antimicrobial resistance).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) These materials have improved my students' math literacy (e.g., probability/risk calculations).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) These materials have improved my students' health literacy in topic areas such as nutrition, physical activity, or vaccinations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) These materials have increased my students' awareness about public health as a career choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Prev

Next


## 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey


### Past Experience, continued (Science Ambassador Peer Leader)

To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

**12. Please indicate which of the following, if any, you have participated in prior to the 2017 Science Ambassador Fellowship summer course (previously called the Science Ambassador Workshop). (Check all that apply.)** 

- Formally presented information about the Science Ambassador program (e.g., conference, meeting, or professional development training session)
- Formally presented information about incorporating public health or epidemiology examples into curricula with a teacher community (e.g., conference, meeting, or professional development training session)
- Presented information about incorporating public health or epidemiology into teaching (e.g., Science Ambassador Lesson Plans, examples) to other teachers in the form of a workshop
- Developed and taught a public health or epidemiology course at my school

**13. Where have you presented about the Science Ambassador Fellowship (previously called the Science Ambassador Workshop) in the past (if applicable)? Please note the name of the meeting/conference and approximately how many teachers were in attendance.** 

**14. Describe any impact that the first CDC Science Ambassador Fellowship (previously called the Science Ambassador Workshop) had on your teaching.** 


Prev

Next


## 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

### Summer Course (Science Ambassador Peer Leader)

The below questions pertain to the 2017 Science Ambassador Fellowship summer course.

15. Select your response for each of the following sessions from the summer course. Select "N/A" if you did not attend that session. 

	Taught me something useful	Should be kept for future summer courses	Level of Difficulty
Introduction to Epidemiology and One Health Case Study	<input type="text"/>	<input type="text"/>	<input type="text"/>
EIS Case Study: It's Potluck at Emory University	<input type="text"/>	<input type="text"/>	<input type="text"/>
Topic 1: Population Health	<input type="text"/>	<input type="text"/>	<input type="text"/>
Topic 2: One Health and Pandemic Influenza	<input type="text"/>	<input type="text"/>	<input type="text"/>
Topic 3: Foodborne and Waterborne Disease: Shigellosis	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lesson Planning, Part 1: Creating clear learning objectives	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lesson Planning, Part 2: Designing the activity outline	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lesson Planning, Part 3: Writing the scientific content	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lesson Planning, Part 4: Peer Review	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lesson Planning, Part 5: Drafting the activity details	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lesson Planning, Part 6: Presenting your work	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stephen B. Thacker CDC Library Tour	<input type="text"/>	<input type="text"/>	<input type="text"/>
David J. Sencer CDC Museum Tour	<input type="text"/>	<input type="text"/>	<input type="text"/>
CDC Entomology Insectary Laboratory Walkthrough	<input type="text"/>	<input type="text"/>	<input type="text"/>
Emergency Operations Center Tour	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reflections on EIS circa 1981: the early AIDS investigations in the U.S. at Emory University	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teacher Talks	<input type="text"/>	<input type="text"/>	<input type="text"/>
CDC Panel of Experts	<input type="text"/>	<input type="text"/>	<input type="text"/>

16. Please provide suggestions for improvement to any session you attended. [Identify each session, then provide the suggestions] 

17. Provide suggestions for improvement to the Lesson Plan Template. 

18. Provide any specific suggestions for any additional topics to include that align with current science standards. 


Prev

Next


## 2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

### Post-Summer Course: Science Ambassador Peer Leader


To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

19. Rank the following potential barriers to incorporating what you learned during the 2017 Science Ambassador Fellowship summer course into your teaching. 


	1 - Not a barrier	2 - Somewhat of a barrier	3 - Moderate barrier	4 - Extreme barrier
Resources/Materials: Limited availability of effective public health or epidemiology resources to use in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources/Materials: Limited availability of effective public health or epidemiology resources that can be tailored to my grade level or subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual level: Lack of time to incorporate public health or epidemiology examples into courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual level: Lack of knowledge of public health or epidemiology content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual level: Low comfort level teaching public health or epidemiology topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment: Lack of support from school leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment: Lack of support from district leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment: Lack of student interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environment: Competing school priorities (e.g., standardized testing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. What other barrier(s) (if any) do you face in incorporating what you learned during the 2017 Science Ambassador Fellowship summer course into your teaching? 

21. Please indicate your level of agreement with the following statements about serving as a Science Ambassador

Fellow. 

	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>local</u> conference, meeting, or professional development training session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>state/regional conference</u> , meeting, or professional development training session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>national</u> conference, meeting, or professional development training session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I plan to present information about incorporating epidemiology or public health science examples into curricula at a <u>international</u> conference, meeting, or professional development training session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) I plan to develop and teach a course on epidemiology or public health science at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. If you are planning to present information about 2017 Science Ambassador Fellowship summer course in the future, what is the name of the meeting and when does it take place? 

23. Please indicate your level of agreement with the following statements about the overall 2017 Science Ambassador Fellowship summer course as a whole. 

	Strongly Agree	Agree	Disagree	Strongly Disagree
a) I was given ample resources to lead my team in developing a quality draft of a lesson plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Leading a team in lesson plan development was useful for my own professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I believe my team's lesson plan will be a valuable contribution to other teachers like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Because of the summer course, I have more knowledge and skills in epidemiology or public health science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Because of the summer course, I feel more confident in my ability to incorporate public health or epidemiology into my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Because of the summer course, I feel more confident in my ability to lead teachers in my teaching community how to incorporate epidemiology or public health science into their teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Because of the summer course, I feel more confident in my ability to present at conferences, meetings, or professional development training sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Because of the summer course, I gained at least one professional contact (e.g., subject matter expert, colleague) that I plan to connect with about incorporating epidemiology or public health science into my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) I will recommend this fellowship to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j) Overall, I am satisfied with the summer course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Please provide any suggestions for the Science Ambassador Fellowship summer course (e.g., sessions, focus, topic areas, teaching strategies, technologies, or others) that will result in the greatest impact on student learning and achievement in epidemiology or public health science.




Prev


Next




2017 Science Ambassador Fellowship Summer Course Satisfaction Survey

Grade and Subjects You Teach


To return to a previous page, use the "Previous" button at the bottom of the page (NOT the "Back" button on your browser menu). To advance, use the "Next" button at the bottom of the page.

\* 24. What grade(s) did you teach last school year? (Select all that apply.) 

- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- Community College
- College (Undergraduate)
- College (Graduate)
- Other: Curriculum Development Specialist
- Other: Professional Development Provider
- Other (please specify)
- Other (please specify)

\* 25. What grade(s) will you teach in the next school year? (Select all that apply.) 

- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- Community College
- College (Undergraduate)
- College (Graduate)
- Other: Curriculum Development Specialist
- Other: Professional Development Provider
- Other (please specify)
- Other (please specify)

26. What did you teach last school year? (Select all that apply.) 

- High School Epidemiology or Public-health science related
- High School Life Science (e.g., Biology)
- High School Physical Science (e.g., Chemistry, Physics)
- High School Earth and Space Science (e.g., Environmental science, Astronomy)
- High School Medical-related (e.g., medical terminology)
- High School Mathematics
- Middle School Epidemiology or public-health science related
- Middle School Life Science (e.g., Biology)
- Middle School Physical Science (e.g., Chemistry, Physics)
- Middle School Earth and Space Science
- Middle School Medical-related (e.g., medical terminology)
- Middle School Mathematics
- Other (please specify)

27. What will you teach in the next school year? (Select all that apply.) 

- High School Epidemiology or Public-health science related
- High School Life Science (e.g., Biology)
- High School Physical Science (e.g., Chemistry, Physics)
- High School Earth and Space Science (e.g., Environmental science, Astronomy)
- High School Medical-related (e.g., medical terminology)
- High School Mathematics
- Middle School Epidemiology or public-health science related
- Middle School Life Science (e.g., Biology)
- Middle School Physical Science (e.g., Chemistry, Physics)
- Middle School Earth and Space Science
- Middle School Medical-related (e.g., medical terminology)
- Middle School Mathematics
- Other (please specify)

28. In the last school year, approximately how many students did you teach content in epidemiology or public health science as a part of your curriculum (e.g., science, math, health) or as an elective course (e.g., epidemiology, biotechnology)?



29. In the next school year, approximately how many students will you teach content in epidemiology or public health science as a part of your curriculum (e.g., science, math, health) or as an elective course (e.g., epidemiology, biotechnology)?



Prev

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