Introduction to Legal Mapping

Facilitator's Guide

ChangeLab Solutions

CDC
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Contents

Who Should Use Our Facilitator's Guides?

Our facilitator's guides are intended for anyone who needs to provide training to public health practitioners about our legal system and its role in improving population outcomes. Public health practitioners may include health department staff, public health lawyers, public health nurses, public health educators, public health advocates, and public health faculty and students in graduate and undergraduate programs. To access facilitator's guides for our other trainings, visit publichealthlawacademy.org.

Training Overview

About This Training

Laws can shape the environments in which we live, influence our behaviors, and have profound impacts on our health. Whether they address infectious disease, violence, substance use, chronic disease, or housing, the existence and enforcement of certain laws can affect health outcomes.

This training, **Introduction to Legal Mapping,** is the second part of a three-part series on legal epidemiology. It builds on the ideas discussed in the first training, which introduced legal epidemiology – the scientific study of how laws affect health. This training explores a specific process for practicing legal epidemiology, called *legal mapping*.

Legal mapping can help public health lawyers, policy analysts, epidemiologists, and public health practitioners determine what laws exist on a certain topic, collect the information needed to analyze what those laws say, and, ultimately, measure the effect of those laws on health outcomes.

Target Audience

This training has been developed for students, public health lawyers, policy analysts, epidemiologists, and public health practitioners. The training is intended for professionals or students who will directly implement legal epidemiology research tasks such as collecting, analyzing, and coding data.

Learning Objectives

- Define what legal mapping is
- Explain the reasons for using legal mapping
- Discuss the two types of legal mapping studies
- Apply legal mapping principles to fill needs in public health practice

Materials

- Facilitator's Guide: This document can be adapted to provide a training that is customized for your audience.
- Slide Presentation & Script: The slides and script are separate files that can be modified to reflect your audience, training content, and speakers.
- Facilitator's Checklist: The checklist is a separate file that will help you prepare to deliver any training offered by the Public Health Law Academy.

Equipment

- Laptop computer
- Projector

Instructions for Facilitators

Before you start, we recommend that you download the Facilitator's Checklist, which is intended to help you prepare to deliver any training offered by the Public Health Law Academy. In this section, we have identified options for tailoring this training, Introduction to Legal Mapping, for your audience and venue.

Prepare for the Presentation

As the facilitator, you should first go through the materials to familiarize yourself with the content. We recommend that you watch the entire Introduction to Legal Mapping training. Once you are familiar with it, you can modify the content and length to suit your audience, available time, and venue.

Before Starting the Presentation

We suggest that you have participants complete the pre-training survey included in this guide on page 13. When paired with the post-training survey, the pre-training survey will provide information about the quality of the session. If you are not giving the presentation in person, you can distribute the surveys electronically.

During the Presentation

Depending on the length and format of your presentation, you should determine whether to allow the audience to ask questions during the training or save questions until the end. Our sample agenda suggests allowing 10 minutes at the end of the presentation for closing remarks and general questions. However, this time can be adjusted to suit the needs of the presentation setting and your audience.

After the Presentation

When the presentation is complete, participants should fill out the post-training survey on pages 14-15.

Finally, we are interested in your experience with using this curriculum. Please let us know if you have any questions or feedback on how to improve these materials at PHLAcademy@changelabsolutions.org.

Training Agenda

Pre-Training Survey   5 minutes*

Objective

- Have participants complete the pre-training survey

Resource

- Pre-training survey (p. 13 of this guide)

Introduction & Presentation Overview   5 minutes*

Objectives

- Introduce presentation topic and presenter(s)
- Provide any necessary disclaimers and introductory comments
- Describe the four competencies at a high level
- Provide a roadmap for the rest of the presentation

Resource

- Slide presentation (slides 1-5)

Legal Epidemiology Competencies for Public Health Practitioners Addressed

- The Legal Epidemiology Competency Model, Competency Statements 1, 2, 3, & 4

What Is Legal Mapping? Why Is It Useful?   5 minutes*

Objectives

- Define legal mapping
- Introduce the four reasons for using legal mapping

Resource

- Slide presentation (slides 6-11)

Legal Epidemiology Competencies for Public Health Practitioners Addressed

- The Legal Epidemiology Competency Model, Competency Statements 1 & 2

Legal Mapping Options   10 minutes*

Objective

- Discuss the types of legal mapping and their purposes

Resource

- Slide presentation (slides 12-21)

Legal Epidemiology Competencies for Public Health Practitioners Addressed

- The Legal Epidemiology Competency Model, Competency Statement 2

Meet Wendy: Legal Mapping in Practice   10 minutes*

Objectives

- Introduce Wendy's task: to determine whether distracted driving laws have an effect on health
- Describe Wendy's options for testing her hypothesis
- Review the difference between policy surveillance and legal assessments
- Discuss the possible composition of a team for a legal epidemiology project
- Introduce the eight steps for conducting a policy surveillance project

Resource

- Slide presentation (slides 22–33)

Legal Epidemiology Competencies for Public Health Practitioners Addressed

- The Legal Epidemiology Competency Model, Competency Statement 2

Defining the Scope   10 minutes*

Objectives

- Define scoping and its purpose
- Answer common scoping questions
- Explain that the scoping process is iterative and that redefining the scope is important in conducting quality research

Resource

- Slide presentation (slides 34-41)

Legal Epidemiology Competencies for Public Health Practitioners Addressed

- The Legal Epidemiology Competency Model, Competency Statement 2

Conducting Background Research & Quality Control   15 minutes*

Objectives

- Provide a general overview of the background research process
- Discuss the six steps of more in-depth background research
- Define research protocols
- Discuss quality control and redundant legal research

Resource

- Slide presentation (slides 42-67)

Legal Epidemiology Competencies for Public Health Practitioners Addressed

- The Legal Epidemiology Competency Model, Competency Statement 2

Developing Coding Questions   15 minutes*

Objectives

- Explain the process for developing coding questions
- Discuss the goals of question development
- Identify the types of coding questions and their application

Resource

- Slide presentation (slides 68-83)

Legal Epidemiology Competencies for Public Health Practitioners Addressed

- The Legal Epidemiology Competency Model, Competency Statement 2

Collecting the Law   5 minutes*

Objectives

- Define what it means to collect the law
- Identify the important pieces of information that always need to be collected
- Review best practices and tips

Resource

- Slide presentation (slides 84-89)

Legal Epidemiology Competencies for Public Health Practitioners Addressed

- The Legal Epidemiology Competency Model, Competency Statement 2

Creating the Legal Text   3 minutes*

Objectives

- Define what it means to create legal text
- Review the difference between collecting legal texts for a policy surveillance project and a legal assessment

Resource

- Slide presentation (slides 90-92)

Legal Epidemiology Competencies for Public Health Practitioners Addressed

- The Legal Epidemiology Competency Model, Competency Statement 2

Coding the Law   5 minutes*

Objectives

- Define what it means to code the law
- Articulate the goal of coding the law
- Practice answering a coding question
- Review the research protocol, quality control, and the rate of redundancy

Resource

- Slide presentation (slides 93-99)

Legal Epidemiology Competencies for Public Health Practitioners Addressed

- The Legal Epidemiology Competency Model, Competency Statement 2

Quality Control   7 minutes*

Objectives

- Discuss redundant coding and post-production statistical quality control
- Describe how to prepare data for advanced research methods
- Discuss the purpose of a codebook and how to use it

Resource

- Slide presentation (slides 100-107)

Legal Epidemiology Competencies for Public Health Practitioners Addressed

- The Legal Epidemiology Competency Model, Competency Statement 2

Publication & Dissemination   3 minutes*

Objective

- Describe considerations in publishing and disseminating findings from a legal mapping study

Resource

- Slide presentation (slides 108-111)

Legal Epidemiology Competencies for Public Health Practitioners Addressed

- The Legal Epidemiology Competency Model, Competency Statement 3

Tracking & Updating the Law   2 minutes*

Objectives

- Explain how to update the dataset or monitor changes
- Identify the outcomes of legal mapping

Resource

- Slide presentation (slides 112-113)

Legal Epidemiology Competencies for Public Health Practitioners Addressed

- The Legal Epidemiology Competency Model, Competency Statement 2

Wrap-up & Discussion   10 minutes*

Objectives

- Highlight the next segment: Advanced Legal Epidemiology Methods
- Summarize the topics discussed in this presentation and provide concluding remarks
- Allow participants to ask general questions
- Have participants complete the post-training survey

Resources

- Slide presentation (slides 114-118)
- Post-training survey (pp. 14-15 of this guide)

All times are approximate; total training time is about 110 minutes.

Additional Resources

As you prepare to tailor content from Introduction to Legal Mapping, we recommend familiarizing yourself with the resources listed in this section. These resources informed the development of the content found in this training and can provide background information as you prepare to tailor the content of your presentation. Finally, as questions from audience members arise during and after the training, you can refer them to these resources for additional information.

Organizations

CDC, Public Health Law Program

cdc.gov/phlp

The Public Health Law Program – part of the CDC's Center for State, Tribal, Local, and Territorial Support – works to improve the health of the public by developing law-related tools and providing legal technical assistance to public health practitioners and policymakers.

ChangeLab Solutions

changelabsolutions.org

ChangeLab Solutions is a national organization whose mission is to create healthier communities for all through equitable laws and policies. Our multidisciplinary team of public health lawyers, policy analysts, planners, and other professionals works with state, tribal, local, and territorial health departments, other government agencies, public health organizations, and anchor institutions to create thriving communities.

Policy Surveillance Program

LawAtlas.org and phlr.org

The Policy Surveillance Program of the Center for Public Health Law Research at Temple University uses a scientific method known as *policy surveillance* to conduct legal mapping. The Policy Surveillance Program's Learning Library contains eight training modules that teach skills and competencies needed to complete policy surveillance and legal mapping projects.

Background Reading & References

Legal Epidemiology Resource Center

changelabsolutions.org/good-governance/phla/legal-epidemiology-resources

The Legal Epidemiology Resource Center provides trainings and materials for those who are building new skills and competencies in the field of legal epidemiology. These resources are intended to supplement ChangeLab Solutions' free online Public Health Law Academy training series **Legal Epidemiology.** Resources have been curated for researchers, educators, students, and practitioners in health departments.

For additional information on the concepts discussed in this training, see the following resources:

- Burris S, Ashe M, Blanke D, et al. Better health faster: the 5 essential public health law services. *Public Health Rep.* 2016;131(6):747-753. doi:10.1177/0033354916667496. journals.sagepub.com/doi/full/10.1177/0033354916667496.
- Burris S, Ashe M, Levin D, Penn M, Larkin M. A transdisciplinary approach to public health law: the emerging practice of legal epidemiology. *Annu Rev Public Health.* 2016;37:135-148. doi:10.1146/annurev-publhealth-032315-021841. ncbi.nlm.nih.gov/pmc/articles/PMC5703193/#:~:text=A%20transdisciplinary%20model%20of%20public,of%20law%20in%20public%20health.
- Burris S, Hitchcock L, Ibrahim J, Penn M, Ramanathan T. Policy surveillance: a vital public health practice comes of age. *J Health Polit Policy Law.* 2016;41(6):1151-1173. doi:10.1215/03616878-3665931.
- Centers for Disease Control and Prevention. The Legal Epidemiology Competency Model Version 1.0. 2018. cdc.gov/phlp/publications/topic/resources/legalepimodel/index.html#appendix.
- Ramanathan T, Hulkower R, Holbrook J, Penn M. Legal epidemiology: the science of law. *J Law Med Ethics.* 2017;45(1_suppl):69-72. doi:10.1177/1073110517703329. ncbi.nlm.nih.gov/pmc/articles/PMC5690565/.
- Tremper C, Thomas S, Wagenaar AC. Measuring law for evaluation research. *Eval Rev.* 2010;34(3):242-266. doi:10.1177/0193841X10370018.

Pre- and Post-Training Surveys

Instructions for Facilitators

- Pages 13-15 contain two sample surveys (pre- and post-training evaluation tools) that you can use to gather feedback on the content and quality of your presentation.*

- Depending on the format of your presentation (in person or online), you may provide hard copies of the surveys at the presentation or make the survey available electronically.

* Before asking participants to complete the pre- and post-training surveys, please note that the Paperwork Reduction Act has specific requirements for federal agencies in regard to collection and housing of data. You may need permission from the Office of Management and Budget if you are collecting information from 10 or more members of the public.

Introduction to Legal Mapping: Pre-Training Survey

Thank you for completing the following survey!

Learning Objectives

Please indicate your current confidence level for each of the following learning objectives:

1. I can define what legal mapping is.
    a. Not confident
    b. Somewhat confident
    c. Confident
    d. Very confident

2. I can explain the reasons for using legal mapping.
    a. Not confident
    b. Somewhat confident
    c. Confident
    d. Very confident

3. I can discuss the two types of legal mapping studies.
    a. Not confident
    b. Somewhat confident
    c. Confident
    d. Very confident

4. I can apply legal mapping principles to fill needs in public health practice.
    a. Not confident
    b. Somewhat confident
    c. Confident
    d. Very confident

Additional Feedback

5. What questions do you have about legal mapping?

Thank you for your feedback!

Introduction to Legal Mapping: Post-Training Survey

Thank you for completing the following survey!

Learning Objectives

As a result of attending the session **Introduction to Legal Mapping**, please indicate your current confidence level for each of the following learning objectives of the course:

1. I can define what legal mapping is.
    a. Not confident
    b. Somewhat confident
    c. Confident
    d. Very confident

2. I can explain the reasons for using legal mapping.
    a. Not confident
    b. Somewhat confident
    c. Confident
    d. Very confident

3. I can discuss the two types of legal mapping studies.
    a. Not confident
    b. Somewhat confident
    c. Confident
    d. Very confident

4. I can apply legal mapping principles to fill needs in public health practice.
    a. Not confident
    b. Somewhat confident
    c. Confident
    d. Very confident

Overall Impression

5. How would you rate the overall session?
    a. Poor
    b. Fair
    c. Good
    d. Very good
    e. Excellent

6. I would recommend this session to others.

    a. Disagree

    b. Somewhat disagree

    c. Neither agree nor disagree

    d. Somewhat agree

    e. Agree

Additional Feedback

7. What was the most valuable part of the session?

8. How could this session have been improved?

9. What topics would you like to see addressed in future sessions on public health law?

Thank you for your feedback!