REVIEW AND RATINGS OF SELECTED ONLINE COURSES FOR PUBLIC HEALTH PROFESSIONALS

Version III

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Arizona
Nevada
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WESTERN REGION
Public Health
Training Center

A Member of the Nation's Network of Public Health Training Centers

The University of Arizona
Mel & Enid Zuckerman College of Public Health
Center for Rural Health

<u>The Western Region Public Health Training Center (WRPHTC)</u>

The WRPHTC is funded by HRSA to support the public health workforce in HRSA Region IX, which includes Arizona, California, Nevada, Hawai'i and U.S. Affiliated Pacific Islands.

<u>The Mission of WRPHTC</u>

"Develop, provide and monitor need-based trainings for current and future community health workers and to strengthen their public health competencies. Also, provide additional expertise on nutrition, physical activity and obesity to the national network of PHTCs."

<u>Purpose</u>

While large numbers of online courses now exist to support the training of the public health workforce, there has been few efforts to systematically review the courses for quality. The present guide provides evaluation information on a number of selected courses.

<u>Course Selection</u>

Course selection was based on training topics identified as most needed by public health workforce as determined by the preliminary needs assessment data. All of the courses selected are on the TRAIN.org online training database, and address one or more of the core public health competencies identified by the Public Health Foundation. Other course attributes used in the selection process include course length, e-learning essential best practices, and continuing education.

<u>Course Review</u>

The WRPHTC adapted the Quality Matters form from the University of Arizona's Office of Instruction and Assessment to evaluate the courses. The instrument assesses courses based on (1) Organization and Design, (2) Instructional Design, (3) Assessment and Evaluation Methods, (4) Course Interaction, (5) Use of Technology, (6) Support and Resources Available, and (7) Course Delivery. The adapted instrument is presented in Appendix 1.

SECTION 1

A Quick Guide to Overall Ratings

The following table, organized by core public health competency, provides the name of each course evaluated, its TRAIN.org ID number, our assessment score, and the page number in Section 2 of this guide that lists additional information on each course examined.

Each competency and course title is hyperlinked to take you to the corresponding listing in Section 2. Clicking on a competency will take you to the page where courses addressing this competency begin. Clicking on a course title will take you directly to the course details.

An assessment score can range from 10 to 30. Up to 9 points can be received for instructional content and learning objectives. Up to 15 points can be received for course design and navigation. Up to 6 points can be received for effective assessment strategies (e.g., quizzes/tests/grading policies). Reviewed courses that received 23 or more points are listed in this report.

Competency Addressed	Course Title	TRAIN Course ID #	Rating	Appendix Page #
1. Analysis and Assessment	Measuring Health Disparities	#1006319	27/30	8
	Evaluating a Public Health Program	#1030029	27/30	9
	Data Available to Public Health Professionals	#1026506	25/30	10
	Making Data, Policy and Politics Work for Public Health	#1030341	25/30	10
	Data Interpretation for Public Health Professionals	#1016807	26/30	11
	Body Mass Index Assessment: Children and Youth with Special Health Care Needs	#1049879	26/30	12
	Environmental Justice	#1019121	27/30	13
	HAZMAT Awareness for First Responders	#1050815	24/30	13
	Public Health and YOU: Environmental Health	#1051489	26/30	14
	Public Health 101 Series – Introduction to Public Health Laboratories	#1059672	25/30	15
	Heartland Centers: Quality Improvement and a Balanced Score Card	#1025090	25/30	16
	Training Tools for Healthy Schools: Module 1: School Health Guidelines to Promote Healthy Eating and Physical Activity	#1060649	26/30	16
	Public Health 101 Series – Introduction to Prevention Effectiveness	#1059675	25/30	17
	Public Health 101: A Short Course	#1043075	30/30	18
	Heartland Centers: Quality Improvement Concepts	#1025091	24/30	18
	Public Health 101 Series – Introduction to Public Health Informatics	#1059676	23/30	19
	Public Health 101 Series – Introduction to Public Health	#1059661	23/30	19
	Operationalizing Quality Improvement in Public Health	#1029921	27/30	20

	Heartland Centers: Quality Improvement Plans	#1025093	24/30	21
	Developing Evidence-Based Programs; WISH, Module 4	#1050132	23/30	21
	Advanced Program Evaluation	#1040919	25/30	22
	What is Epidemiology in Public Health?	#1016592	26/30	23
	Critical Thinking	#1050577	23/30	23
	Quality Improvement for Public Health (using NIATx Improvement Processes)	#1043373	26/30	24
	Environmental Health Online: Land	#1010243	27/30	25
	Basic Infectious Disease Concepts in Epidemiology	#1016808	28/30	26
	Introduction to Public Health	#1010190	30/30	26
	Data Collection for Program Evaluation	#1020680	28/30	27
	Responding to Disasters: Mental Health Crisis Management	#1040826	28/30	27
	Volunteer Training: Stress Management	#1051623	29/30	28
	Moving Public Health Upstream to Reduce Health Inequities	#1060023	29/30	29
	Public Health Live – Collecting the Data: First Steps in Achieving Health Equity	#1050930	25/30	29
2. Policy Development/Program Planning	Business Planning for Public Health Programs	#1028437	28/30	30
	Promoting Policy and Systems Change to Expand Employment of Community Health Workers	#1052084	27/30	31
	Health Equity: A Public Health Essential	#1041931	29/30	31
	Feasibility Planning For Public Health Business Plans	#1030989	26/30	32
	Public Health Live – School Meals: An Integral Part of the School Day	#1050929	24/30	32

	Logic Models and Outcome Measurement	#1021343	24/30	33
	Training Tools for Healthy Schools: Module 3: Comprehensive School Physical Activity Program: A Guide for Schools	#1060636	26/30	34
	Evidence-Based Strategies for Local Public Health Departments	#1050323	25/30	34
	Community Toolbox Module 8: Assuring Collaboration During Implementation	#1034996	26/30	35
	Inclusive Just-In-Time Training	#1025087	26/30	35
	Eating Disorders: Identification and Management	#1059831	24/30	36
	Screening in Public Health Practice	#1016818	26/30	36
	Project Planning	#1060054	28/30	37
	Program Evaluation in Public Health	#1021345	28/30	37
	Environmental Public Health (EPH) Primer Overview	#1050175	25/30	38
	Training Tools for Healthy Schools: Module 2: School Health Index: A Self-Assessment and Planning Guide	#1060628	28/30	38
	Planning and Budgeting for Public Health: The Business Plan	#1046512	27/30	39
	Health Equity: A Public Health Essential	#1041931	28/30	39
3.Communication	Public Health Essentials Online	#1051672	27/30	40
	Applying Performance Measurement to Policy Activities	#1043026	27/30	41
	Risk Communication (Basics of Public Health Preparedness, Module 10)	#1046401	25/30	41
	Health Literacy for Public Health Professionals	#1057675	26/30	42
	Motivational Interviewing: Supporting Patients in Health Behavior Change	#1048804	26/30	43

	Climate Change: Public Health Preparedness and Response	#1032741	25/30	43
	Improving Team Performance in a Public Health Response	#1053632	26/30	44
	Life Course Nutrition: Maternal and Child Health Strategies in Public Health	#1031313	23/30	45
	Mastering the Roles of Supervision	#1018038	24/30	46
	IS-1107: Adjuster Customer Service	#1060461	28/30	46
	Risk Communication (Basics of Public Health Preparedness, Module 10)	#1046401	26/30	47
	Diabetes at Work: What's Depression Got to Do with It? (Web-based)	#1055668	23/30	47
	Safe Handling of 12-hour Push Package Containers in SNS	#1058297	23/30	48
	HIPAA: An Overview	#1041019	25/30	48
	Basic Mental Health Awareness for Educators	#1044561	24/30	49
	Zoonotic Diseases and Public Health	#1030361	24/30	49
	Physical Activity and Obesity: How to Get Your Patient Moving	#1061175	23/30	49
4. Cultural Competency	Introduction to Cultural Competency and Title VI	#1032904	29/30	50
	Community Toolbox Module 1: Assuring engagement in Community Health Improvement efforts	#1033673	25/30	51
	VDH: Cultural Diversity and Cultural Competency	#1054460	26/30	51
	Promoting Healthy Choices and Community Changes: An E-learning Program for Promotores De Salud	#1059120	26/30	52
	Recognizing Cultural Influences on Food Beliefs and Practices	#1048623	29/30	52
	Orientation to Public Health	#1000614	26/30	53
	One Health 101	#1046807	23/30	53
	Effective Communication for Environmental Public Health	#1016866	28/30	54

	Determinants of Health and Health Disparities; Introduction to Public Health in North Carolina Training Series, Module 2	#1057858	24/30	55
5. Community Dimensions of Practice	Affordable Care Act Training of Community Trainers: Online English Version	#1054675	28/30	55
	Community Guide for Community Health Centers	#1051237	23/30	56
	Engaging Communities in Public Health Research, Practice and Policy	#1050058	27/30	56
	Healthy Children, Healthy Communities: A Learning Series on Childhood Obesity	#1017342	27/30	57
	Public Health Policy and Advocacy	#1015166	28/30	58
	Public Health in North Carolina; Introduction to Public Health in North Carolina Training Series, Module 5	#1057861	24/30	58
6.Public Health Sciences	Introduction to Science and Health Communication	#1040361	27/30	59
	Bringing It All Together, An Integrated Approach	#1050134	29/30	59
	Legal Aspects of Public Health Food Safety	#1048259	26/30	60
	Mass Fatalities: Public Health Emergency Training Module	#1007956	25/30	61
	Introduction to Public Health Preparedness	#1046396	27/30	61
	Epidemiology for Arizona State Departments	#1030452	25/30	62
	What is Public Health?; Introduction to Public Health in North Caroline Training Series, Module 1	#1057857	26/30	62
	Descriptive Epidemiology and Study Design	#1029869	24/30	63
	Introduction to Communicable Disease Law: Part 1	#1030126	25/30	63
	Anatomy and Physiology of an Outbreak Team (FOCUS, Volume 1.2)	#1029955	26/30	64
	Public Health Core Functions and Essential Services; Introduction to Public Health in North Carolina Training Series, Module 3	#1057859	23/30	64
	Food Preservation Techniques	#1033931	25/30	65
	Public Health Infrastructure; Introduction to Public Health in North Carolina Training Series, Module 4	#1057860	25/30	65

7. Financial Planning and Management	Introduction to Cost Effectiveness	#1055156	27/30	66
	Business Planning for Public Health Programs	#1028437	27/30	66
	Law and Ethics in Public Health (Public Health Ethics, Module 4)	#1050892	26/30	66
	Introduction to Management in Public Health	#1019168	28/30	67
	A General Overview of Public Health Accreditation	#1030973	27/30	68
	Grant Writing and Budgeting for Public Health Programs	#1029853	26/30	68
8. Leadership and Systems Thinking	Leadership and Critical Thinking Skills: What is Strategic Planning, and How do I Prepare?	#1050173	25/30	69
	Barriers to the Ethical Practice of Public Health	#1050903	26/30	69
	IS-240.B: Leadership and Influence	#1052161	30/30	70
	Epidemiology for Preparedness	##1030452	25/30	71
	What is Strategic Planning and How Do I Prepare?	#1050173	23/30	72
	Decision-Making in Public Health Ethics; Public Health Ethics, Module 6	#1050901	23/30	72
	Performance Management	#1046421	25/30	73
	Implementing and Sustaining Continuous Quality Improvement (CQI) in an Organization	#1051154	24/30	73
	Quality Improvement (QI) Team Development	#1046422	26/30	74

SECTION 2

This section, also organized by core public health competency, provides additional information about each of the courses listed above in Section 1. In particular, It presents the public health tier level targeted by each course, a description of each course, and each courses learning objectives and runtime.

I. Core Competency: Analysis and Assessment

A. **Course Title:** Measuring Health Disparities (Downloadable Version)
Course ID# 1006319
Competency:

Tier One: Analytical/Assessment Skills, Policy Development/Program Planning
Skills
Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning
Skills

Description:
Measuring Health Disparities is a self-paced, interactive course which focuses on
some basic issues for public health practice -- how to understand, define and
measure health disparity. This computer-based course examines the language of
health disparity to come to some common understanding of what that term
means; it also shows how to calculate different measures of health disparity.
The purpose of this course is to provide a durable tool that is useful to daily
activities in the practice of public health. The content is designed to be accessible
to a broad audience of practitioners across all sectors of the public health
workforce who are concerned about the issue of health disparity.

Learning Objectives:
- Review what health disparities are, how they are defined, and provide an
  overview of common issues faced in measuring health disparities
- Introduce users to a range of health disparity measures, providing
  advantages and disadvantages of each
- Discuss how best to use different measures to communicate and evaluate
  health disparity in our communities

Runtime: Approximately 60 minutes

B. **Course Title:** Evaluating A Public Health Program
    Course ID# 1030029
    Competency:
    Tier One: Analytical/Assessment Skills, Policy Development/Program Planning
    Skills, Community Dimensions of Practice Skills, Public Health Science Skills
    Tier Two: Analytical/Assessment Skills

    Description:
    "Evaluating a Public Health Program" is the last in a series of trainings dealing
    with the development and evaluation of public health programs. This training
    serves as a comprehensive tutorial on the Evaluation of a Public Health Program.
    The process of Program Evaluation continues the use of pertussis reduction in
    Lakeshore County as an example program and utilizes the logic model
    developed in the "Introduction to Logic Models" training.

    The primary focus of the course is to explore the six steps and the four standard
    groups in the Center for Disease Control's Framework for Program Evaluation.
    This framework represents all of the activities prescribed by the CDC in Program
    Evaluation, along with sensible guidance under the standards to aid in good
    decision-making.

Learning Objectives:
- List six steps in the CDC Framework for Program Evaluation
- Apply the four standards in the CDC Framework for Program Evaluation
- Identify stakeholder's roles and responsibilities
- Compose evaluation questions to focus the evaluation
- Recognize process and outcome indicators
- Compare and contrast methods for gathering evidence
- Recognize sources used in identifying program standards
- Discuss strategies to disseminate findings and share lessons learned

Runtime: Approximately 60 minutes

C. **Course Title:** Data Available to Public Health Professionals
    Course ID# 1026505
    Competency:
    Tier One: Analytical/Assessment Skills

    Description:
    Learn which data sources are commonly used for public health assessment with Data Available to Public Health Professionals, the fifth module in this five-part series on data analysis. This module looks at eight data sources for public health assessment, their characteristics, and how each set is used in assessment activities. This module references both national and Washington State-specific sources of data. Other states have comparable offices that supply similar data and resources to those presented in this module.

    Learning Objectives:
    - List the eight Washington data sources commonly used for public health assessment
    - Describe characteristics of each data set and how each set is used in assessment activities
    - Describe where to access each data source

    Runtime: Approximately 75 minutes

D. **Course Title:** Making Data, Policy and Politics Work for Public Health
    Course ID# 1030341
    Competency:
    Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Community Dimensions of Practice Skills
    Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Community Dimensions of Practice Skills
    Tier Three: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Community Dimensions of Practice Skills

Description:
This self-paced online course focuses on the important role of health-related data in formulating effective public health policy in the context of a political society. In a hands-on format, this course helps public health decision makers examine how public health stakeholders and policymakers can select appropriate data sources, use data responsibly, and represent important public health issues in a data-driven way. At the same time, the interplay of politics, public health, and health research is highlighted. Powerful data sources are identified and you will practice using them to create policy-relevant communications.

Real-life examples are used throughout to highlight key ideas. You will see the instructor explaining key ideas and leading you through activities in the course. This course is designed to take no more than 2.5 hours to complete and can be done individually or with a group.

Learning Objectives:
- Describe the importance of providing a scientific and data-driven foundation in policy making and goal-setting
- Locate appropriate and reliable sources of public health scientific and data information
- Interpret health-related data in a policy or political context
- Communicate research data findings to public health stakeholders
- Explain how to translate data into usable information
- Identify gaps in health research information

Runtime: Approximately 90 minutes

E. **Course Title:** Data Interpretation for Public Health Professionals
    Course ID# 1016807
    Competency:
    Tier One: Analytical/Assessment Skills, Communication Skills

Description:
Do you find the thought of interpreting public health data intimidating? This narrated, one-hour module introduces the terms used to describe the public's health and provides a basic competency in reading and presenting data. If you've ever looked at terms such as confidence interval or p-value and wondered what they meant, this module is for you.

Learning Objectives:
- List at least three common data sources used to characterize health or disease status of a community
- Define and interpret basic epidemiology measures, such as prevalence, incidence, mortality, and case fatality
- Define and interpret basic biostatistical measures, such as mean, median, confidence interval, and p-value

- Read and interpret tables and graphs
- Determine the appropriate format for data presentation

Runtime: Approximately 90 minutes

F. **Course Title:** Body Mass Index Assessment: Children and Youth with Special Health Care Needs
Course ID# 1049879
Competency:
Tier One: Analytical/Assessment Skills, Cultural Competency Skills

Description:
This course is designed to equip healthcare providers and ancillary staff with the knowledge and tools to measure body mass index in children and youth with special health care needs. The following are the topics that will be covered in this course:

- Module 1: Overview of BMI Assessment: Children and Youth with Special Health Care Needs
- Module 2: Weighing the Child with Special Health Care Needs
- Module 3: Measuring Height in the Child with Special Health Care Needs
- Module 4: Managing Behavior while Measuring BMI in the Child with Special Health Care Needs

Learning Objectives:
Module 1 Learning Objectives:
- Recognize the implications of facts about overweight or underweight children
- Describe how Body Mass Index (BMI) is used in weight assessment
- Calculate a Body Mass Index (BMI) score
- Interpret a child's Body Mass Index (BMI) percentile
- Recognize the importance of assessing BMI in CYSHCN
- Explain the challenges experienced while measuring BMI in this population

Module 2 Learning Objectives:
- Properly implement the standard procedure for weighing a child
- Properly implement two alternative procedures for weighing a child who uses a wheelchair
- Identify the nuances that may arise when interpreting weight values in CYSHCN

Module 3 Learning Objectives:
- Properly implement the standard procedure for measuring height of a child
- Identify certain instances in which specialized methods of obtaining height of a child are required

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- Properly implement two alternative procedures for measuring height of a child who is wheelchair-bound

  Module 4 Learning Objectives:
- Anticipate the behavioral issues that may exist while measuring BMI
- Implement effective strategies for addressing behavioral issues while measuring BMI
- Make proper use of picture supports while taking height and weight
- Make proper use of the Peer Modeling Video for height and weight

Runtime: Approximately 120 minutes

G. **Course Title:** Environmental Justice
Course ID# 1019121
Competency:
Tier One: Analytical/Assessment Skills, Cultural Competency Skills

Description:
The Environmental Justice movement seeks equal justice and equal protection under the law for all environmental statutes and regulations without discrimination based on race, ethnicity or socioeconomic status. The movement has caused community groups to form and find solutions to environmental problems that affect their communities. This module will provide an overview of the Environmental Justice movement and its relationship to public health and highlight what Minnesotans are doing create a healthy living environment for all.

Learning Objectives:
Not Listed

Runtime: Approximately 60 minutes

H. **Course Title:** HAZMAT Awareness for First Responders
Course ID# 1050815
Competency:
Tier One: Analytical/Assessment Skills

Description:
The presence of hazardous materials in an Emergency Department is a risk to everyone - hospital personnel, patients and other people within the hospital. During HAZMAT incidents, hospital personnel should have two main goals:

1. To protect both themselves and others from exposure to the hazardous material
2. To provide the same level of care for the contaminated patient as any other patient

This course, designed for health care workers in a hospital environment who may potentially have contact with a contaminated patient, is intended to help you respond to incidents involving hazardous materials in a way that meets these two goals.

Learning Objectives:
- List four locations HAZMAT incidents occur
- Use the APIE process during a HAZMAT incident
- Utilize the Emergency Response Guidebook during a HAZMAT incident
- Recognize various containers that may contain hazardous materials and list the types of materials most likely contained in them
- Recognize and interpret DOT labels and placards used to mark hazardous materials in transit
- Recognize and interpret NFPA labels used to mark hazardous materials in fixed sites

Runtime: Approximately 60 minutes

I. **Course Title:** Public Health and YOU: Environmental Health
Course ID# 1051489
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Cultural Competency Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Leadership and Systems Thinking Skills

Description:
This course is one in part of the Public Health & YOU series and specifically reviews the science and discipline of environmental health. You will be taken to the fictitious community of Garrett to learn about potential environmental health issues and hazards in the town. This course defines environmental health and discusses risk assessment and emerging issues concerning environmental health.

Learning Objectives:
- Define environmental health
- Explain a historical perspective of environmental health (what we have learned in the last 100 years)
- Define how environmental health risk is assessed
- Identify regulatory agencies for environmental hazards and where to go for information

- Identify environmental health hazards encountered in everyday life and occupations
- Identify major environmental concerns
- Identify emerging areas/issues in environmental health
- Identify core areas in the discipline of environmental health

Runtime: Approximately 60 minutes

J. **Course Title:** Public Health 101 Series – Introduction to Public Health Laboratories
Course ID# 1059672
Competency:
Tier One: Analytical/Assessment Skills, Communication Skills, Public Health Sciences Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills
Tier Two: Analytical/Assessment Skills

Description:
This course is part of the Public Health 101 Series - a set of courses that introduces learners to public health and the core sciences of public health practice. The core scientific components span topics in epidemiology, public health informatics and surveillance, prevention effectiveness, and public health laboratories. Each course includes the four-step approach to solving public health problems. This course covers the public health laboratory infrastructure and core functions of state public health laboratories. The course introduces learners to laboratory safety, procedures for collecting and submitting samples for testing in public health laboratories, and how lab results are used in public health practice.

Learning Objectives:
- Describe the role of public health laboratories
- Summarize the core functions of state public health laboratories
- Describe the parts that are common to all public health laboratory system infrastructures
- Recognize the need for different laboratory levels and safety practices
- Explain the necessity for communicating with a laboratory when collecting and submitting samples for testing
- Describe how laboratory results are used to affect public health

Runtime: Approximately 45 minutes

K.   Course Title: Heartland Centers: Quality Improvement and a Balanced Score Card
Course ID# 1025090
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Public Health Sciences Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills
Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills

Description:
This course will introduce you to the components of a balanced score card and strategy map.

Learning Objectives:
- Manage results
- Create a strategy-based budget
- Help to present information clearly by theme, perspective, or objective
- Communicate strategy effectively internally and externally, and monitor the quality of data

Runtime: Approximately 60 minutes

L.   Course Title: Training Tools for Healthy Schools: Module 1: School Health Guidelines to Promote Healthy Eating and Physical Activity
Course ID# 1060649
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Community Dimensions of Practice Skills

Description:
The School Health Guidelines to Promote Healthy Eating and Physical Activity is a self-paced training module, delivered in rich, multimedia content with short videos that can be viewed sequentially or individually. Additional content can be accessed in Go Further, a series of questions and answers and helpful resources. The SHG provides familiarity with CDC's guidelines and strategies for positive healthy eating and physical activity outcomes. Topics covered: Healthy eating and physical activity policies and practices in schools, school environment, school meal programs, comprehensive physical activity programs in schools, health education, student health (including mental health and social services),

chronic disease prevention, partnerships with families and community members, wellness program for school employees, professional development opportunities for school staff in physical education, nutrition services, health, mental health, and social services.

Learning Objectives:
- To gain familiarity with the nine school health guidelines
- To identify strategies to create opportunities for increased physical activity and improved healthy eating.

Runtime: Approximately 60 minutes

M.   **Course Title:** Public Health 101 Series – Introduction to Prevention Effectiveness
Course ID# 1059675
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Public Health Sciences Skills
Tier Two: Public Health Sciences Skills

Description:
Prevention effectiveness (PE) uses decision analyses and modeling techniques to provide information for decisions about allocating resources and formulating policy in public health. The PE course provides an overview of public health economic costs, studies, and basic economic evaluation methods applied in public health. This course is part of the Public Health 101 Series - a set of courses that introduces learners to public health and the core sciences of public health practice. The core scientific components span topics in epidemiology, public health informatics and surveillance, prevention effectiveness, and public health laboratories. Each course includes the four-step approach to solving public health problems.

Learning Objectives:
- Define prevention effectiveness
- Describe the key components of prevention effectiveness studies
- Identify basic economic evaluation methods used in prevention effectiveness studies
- Identify data used in the most common types of economic evaluation methods

Runtime: Approximately 30 minutes

N. **Course Title:** Public Health 101: A Short Course
Course ID# 1043075
Competency:
Tier One: Analytical/Assessment Skills, Cultural Competency Skills, Public Health Sciences Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills

Description:
This on-line self-study course consists of seven "lecturettes," or short modules, that will introduce participants to the history, mission, achievements, structure, challenges and opportunities for Public Health in the United States and Ohio. This course is designed as self-paced, interactive, independent learning, including a variety of activities and opportunities to apply the learning to participants' own work.

Learning Objectives:
- Recognize the ten essential services of Public Health
- List three accomplishments of Public Health in the 20th century
- List five examples of organizations that make up the Public Health system
- Describe the roles of five different Public Health practitioners
- Identify five factors that influence health
- Describe the role of government in the delivery of Public Health services in Ohio
- List three current challenges for Public Health
- Identify three priorities for Public Health

Runtime: Approximately 90 minutes

O. **Course Title:** Heartland Centers: Quality Improvement Concepts
Course ID# 1025091
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills
Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Community Dimensions of Practice Skills

Description:
See objectives below.

Learning Objectives:
- Why we seek improvement, processes and systems
- The Kano Model of Quality
- Customers and customer segments

Runtime: Approximately 50 minutes

P. **Course Title:** Public Health 101 Series – Introduction to Public Health Informatics
Course ID# 1059676
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Public Health Sciences Skills
Tier Two: Analytical/Assessment Skills

Description:
This course provides an overview of the importance of public health informatics and its role in public health. "Public health informatics is the systematic application of information, computer science, and technology to public health practice, research, and learning." (Public Health Informatics: Improving and Transforming Public Health in the Information Age). The course covers key components of public health informatics, the role of the informatician in public health practice, and the difference between the application of informatics and information technology in public health.

This course is part of the Public Health 101 Series - a set of courses that introduces learners to public health and the core sciences of public health practice. The core scientific components span topics in epidemiology, public health informatics and surveillance, prevention effectiveness, and public health laboratories. Each course includes the four-step approach to solving public health problems.

Learning Objectives:
- Explain the importance of informatics to the public health mission
- Describe the role of the informatician in public health practice

Runtime: Approximately 30 minutes

Q. **Course Title:** Public Health 101 Series – Introduction to Public Health
Course ID# 1059661
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Leadership and Systems Thinking Skills
Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills

Description:
This course introduces learners to the mission of public health and key terms in the field. The course covers historical developments in public health, the roles of different stakeholders, public health's core functions and essential services, determinants of health, and the Health Impact Pyramid.

This course is part of the Public Health 101 Series - a set of courses that introduces learners to public health and the core sciences of public health practice. The core scientific components span topics in epidemiology, public health informatics and surveillance, prevention effectiveness, and public health laboratories. Each course includes the four-step approach to solving public health problems.

Learning Objectives:
- Describe the purpose of public health
- Define key terms used in public health
- Identify prominent events in the history of public health
- Recognize the core public health functions and essential services
- Describe the role of different stakeholders in the field of public health
- List determinants of health
- Recognize how individual determinants of health affect population health

Runtime: Approximately 35 minutes

R. **Course Title:** Operationalizing Quality Improvement in Public Health
   Course ID# 1029921
   Competency:
   Tier One: Analysis and Assessment, Policy Development/ Program Planning, Leadership and Systems Thinking
   Tier Two: Analysis and Assessment, Policy Development/Program Planning, Leadership and Systems Thinking

   Description:
   This module introduces quality improvement (QI) principles, tools and best practices as a way to help integrate QI in the daily work of public health professionals. It presents a client-centered model with four main components: writing an AIM statement, establishing measures, developing change strategies, and implementing the Plan-Do-Study-Act cycle.
   Each step is explained in detail and illustrated with public health examples and insights. The module also introduces the technique of process mapping as a tool that helps teams reach agreement on specific activities that will result in quality improvement.

   Learning Objectives:
   - Explain the meaning and importance of QI collaboration in public health

- Describe the model for improvement in public health
- Write an AIM statement
- Establish both outcome and process measures for QI
- Develop change strategies to achieve improvement in public health
- Create a process map related to an actual public health issue
- Identify and describe appropriate use for QI tools

Runtime: Approximately 90 minutes

S. **Course Title:** Heartland Centers: Quality Improvement Plans
   Course ID# 1025093
   Competency:
   Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Public Health Sciences Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills
   Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills

   Description:
   During this online course, participants will learn about the formalization and documentation of a performance management plan and a quality improvement plan.

   Learning Objectives:
   - Formalization and documentation of a performance management plan
   - Formalization and documentation of a quality improvement plan.

   Runtime: Approximately 45 minutes

T. **Course Title:** Developing Evidence-Based Programs; WISH, Module 4
   Course ID# 1050132
   Competency:
   Tier One: Analytical/Assessment Skills, Public Health Sciences Skills
   Tier Two: Analytical/Assessment Skills, Public Health Sciences Skills
   Tier Three: Analytical/Assessment Skills

   Description:
   This training provides an overview of evidence-based practices and policies in the context of women's health and how they drive program improvements and lead to better health outcomes. It is the fourth training in a six-part series designed for those public health and/or mental health professionals who oversee health programs and services for adolescent girls and women of reproductive age. It is strongly recommended that users complete the modules in the series in sequence. To see a complete listing for the series please go to the Training Series section of this site.

The *Women's Integrated Systems for Health (WISH) Online Training Series* focuses on key components of an integrated approach to promoting the health of women during late adolescence and throughout the child-bearing years. This training series arose from the need for practice-based tools that advance multi-disciplinary partnership, community engagement and using evidence-based approaches grounded in proven theoretical models.

Women's Integrated Systems for Health (WISH) was a training grant funded by the Maternal and Child Health Bureau and the Bureau of Health Professions in the Health Resources and Services Administration (HRSA) in 2010-13 with a partnership between the NC Institute for Public Health and the Department of Maternal and Child Health at the UNC Gillings School of Global Public Health and the UNC Center for Maternal and Infant Health at the UNC School of Medicine. The project focused on promoting integrative community approaches to optimize mental and physical health among adolescents and women of reproductive age.

Learning Objectives:
- Define evidence-based practices and policies and potential impact on public health programs
- Define levels of evidence
- Describe two sources of evidence-based programs
- Describe the role of policy in improving integration of care
- Identify mechanisms for monitoring and evaluating programs and policies

Runtime: Approximately 20 minutes

U. **Course Title:** Advanced Program Evaluation
Course ID# 1040919
Competency:
Tier One: Analytical/Assessment Skills, Community Dimensions of Practice Skills
Tier Two: Analytical/Assessment Skills
Tier Three: Analytical/Assessment Skills

Description:
Learners will take on the role of a staff member at the Middleton County Health Department who is tasked with helping to develop an evaluation plan for an obesity-prevention program recently launched in Middleton County. Using the CDC Program Evaluation Framework, learners will connect each step of the framework with a section of the evaluation plan, going into detailed discussion about: incorporating stakeholders, logic models and evaluation questions in the process; characteristics of different research designs for evaluation and considerations for choosing an appropriate design; options for data collection methods and sampling; and thinking through threats to validity. Additionally, the learner will review strategies for conducting rigorous evaluations within constraints of budget, time, and resources.

Advanced Program Evaluation builds on the knowledge and skills obtained from the Program Evaluation training series. See "Prerequisites" for additional information.

Learning Objectives:
- Appreciate that a comprehensive evaluation plan addresses a program logic, stakeholders, evaluation questions and evaluation design.
- Assess advantages and limitations of evaluation designs, including randomized, quasi-experimental and pre-post designs.
- Appraise and compare options for data collection methods, measures and sampling strategies.
- Identify and address associated threats to validity.
- Identify strategies for addressing budget, time, data and political constraints in evaluation practice.

Runtime: Approximately 45 minutes

V. **Course Title:** What is Epidemiology in Public Health?
Course ID# 1016592
Competency:
Tier One: Analytical/Assessment Skills

Description:
Have you ever wondered what epidemiologists do? This narrated, 45-minute module offers an overview of the purposes and uses of epidemiology in public health practice. It introduces concepts that are described more fully in our other online modules on epidemiology, and is a good place to start if you plan to take the whole series.

Learning Objectives:
- Describe the components of the definition of epidemiology
- Recognize and explain basic epidemiologic concepts, principles, and terms
- List and describe six examples of the use of epidemiology in public health practice

Runtime: 45 minutes

W. **Course Title:** Critical Thinking
Course ID# 1050952
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Community Dimensions of Practice Skills

Description:

This course is for public health leaders who may need to solve a problem or crisis by thinking critically about it and make appropriate decisions using an established six step model.

Learning Objectives:
- Identify and clearly define a problem situation.
- Gather facts about a problem situation in an efficient and effective manner.
- Identify and categories any constraints on possible solutions to a problem situation.
- Employ an appropriate method to effectively generate alternative solutions to a problem situation.
- Use a set of criteria (feasibility, suitability, and flexibility) to evaluate alternative solutions to a problem situation.
- Develop an action plan for implementing a solution to a problem situation.
- Monitor progress after implementing a solution to a problem situation to evaluate whether or not objectives are met.

Runtime: Approximately 60 minutes

X. **Course Title:** Quality Improvement for Public Health (using NIATx Improvement Processes)
Course ID#: 1043373
Competency:
Tier One: Analytical/Assessment Skills

Description:
The QI (PDSA) Training Course is an interactive modular training that is easy to complete. The QI process training is designed to promote use of an evidence-based practice quality improvement process (NIATX) and incorporates Plan, Do, Study (Check), and Act (PDSA). NIATx ™ is based at the UW-Madison in the College of Engineering. The Wisconsin Division of Public Health worked with NIATx to adapt and create this QI 101 training, *Quality Improvement for Public Health.* Our efforts developed a common framework for quality improvement for public health, which offers practical applications. The NIATx™ quality improvement model can work in any organization looking to improve its systems, regardless of who the customer is or the type of service provided. The NIATx ™ quality improvement process engages a range of public health agency staff from sanitarians to nurses, health officers, and community partners.

Discussion includes application of QI process improvement with 8 modules to complete. Participants are encouraged to start their QI change projects using NIATx™ templates and accessible tools. State and national resources and a glossary of terms are included. Additionally, examples of quality improvement (QI) change projects are available.

Learning Objectives:

- Describe Quality Improvement processes (QI) for Public Health
- Develop an understanding of the foundations of Quality Improvement processes (NIATx™)
- Enter information to complete a QI change project using the tool (NIATx ™ QI tool)
  - Explain key roles for Executive Sponsor, Change Leader, Change Team, Team Facilitator, Customer
  - Work as a team
  - What is an AIM statement?
  - What are the Key Principles?
  - What does PDSA stand for?
  - Use of rapid-cycle change - Plan, Do, Study, Act (PDSA) change projects
- Explain how to prepare for and conduct a walk-through
- Complete a flow chart for decision making
- Apply the basic principles of a rapid cycle change process using a PDSA cycle
- Test and implement change by:
  - Applying consistent use of data with clear measures
  - Defining clear goals/objectives
  - Analyzing data
  - Creating strategies to roadblocks or recognizing the improvement
  - Measuring and sustaining the change (quality improvement)
- Document the quality improvement (change project) by demonstrating: (See resources)
  - Use a NIATx 5x5 (Power Point slides)
  - Create a story board and/or poster

Runtime: 43 minutes

Y. **Course Title:** Environmental Health Online: Land
Course ID#: 1010243
Competency:
Tier One: Analytical/Assessment Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Financial Planning and Management Skills

Description:
The Environmental Health Online 8-module series provides a framework for understanding the major environmental factors that impact human health. The sources of problems, relevant legislation, and interventions utilized for prevention and control are discussed.

Learning Objectives:
The Land module focuses on using land resources for disposal of waste and the resultant issues in human health and the environment. Upon completion of the module you will be able to:

1. Analyze the evidence linking solid and hazardous waste with adverse human health effects.
2. Define types of waste (i.e., hazardous waste).
3. Identify community strategies for the control of solid and hazardous waste.

Runtime: Approximately 60 minutes

Z. **Course Title:** Basic Infectious Disease Concepts in Epidemiology
Course ID# 1016808
Competency:
Tier One: Analytical/Assessment Skills

Description:
Are you a public health worker with little or no knowledge of epidemiology who would like to know more? This narrated, one-hour module introduces the concepts and principles of infectious disease in epidemiology. By the end of this module, you'll be familiar with infectious disease agents and transmission characteristics, epidemiologic methods, and vaccination and other control measures.

Learning Objectives:
- Define key concepts of infectious disease epidemiology
- Explain the relationship of an infectious agent to its host and the environment
- Describe different modes of transmission
- Understand how common infectious agents are classified
- Describe the role of vaccination and other control measures in preventing disease spread

Runtime: Approximately 60 minutes

AA. **Course Title:** Introduction to Public Health
Course ID# 1010190
Competency:
Tier One: Analytical/Assessment Skills, Cultural Competency Skills, Public Health Sciences Skills, Financial Planning and Management Skills

Description:
This online module presents basic public health concepts including:
- The principles of public health
- Essential services of public health
- The importance of collaboration across governmental and private sector entities
- Achievements and future challenges of public health
- Cultural competency

Learning Objectives:
- Define public health
- Explain the history and contributions of public health
- Describe characteristics of the public health system and how it works
- Discuss current and future issues facing the public health system
- Discuss educational programs and careers in public health

Runtime: Approximately 60 minutes, self-paced

BB. **Course Title:** Data Collection for Program Evaluation
Course ID# 1020680
Competency:
Tier One: Analytical/Assessment Skills

Description:
This course will teach you how to collect the evidence you need to determine your public health program's impact. These skills will allow you to uncover successful and less successful program components and provide information to inform program continuation or the development of other programs. Data Collection for Program Evaluation is a 3-hour course, divided into 5 modules that can be taken over several sessions.

Learning Objectives:
After completing this course, participants should be able to:
- List five data collection methods in program evaluation
- Design a basic survey questionnaire
- List two methods of selecting a survey sample
- Describe key components in planning and conducting interviews and focus groups

Runtime: Approximately 3 hours

CC. **Course Title:** Responding to Disasters: Mental Health Crisis Management
Course ID# 1040826
Competency:
Tier One: Analytical/Assessment Skills, Cultural Competency Skills, Community Dimensions of Practice Skills
Tier Two: Analytical/Assessment Skills, Cultural Competency Skills, Community Dimensions of Practice Skills

Description:

Often, disasters strike without warning, leaving many survivors feeling anxious and upset. Others may have difficulty thinking or making decisions. As a responder, do you know how to help survivors with their emotional needs? After completing this course, you will be able to anticipate the reactions of disaster survivors, identify those people at risk, and know how to connect survivors to appropriate resources.

Learning Objectives:
- Describe the psychosocial needs of disaster survivors who may be at risk for, or are experiencing, an emotional crisis.
- Identify strategies of crisis management to address the acute psychosocial needs of disaster survivors.
- Analyze the strengths and weaknesses of existing models of crisis management for disaster survivors.

Runtime: Approximately 60 minutes

DD. **Course Title:** Volunteer Training: Stress Management
Course ID# 1051623
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills

Description:
A disaster is a traumatic event for members of the affected community, and can have a negative impact on mental health. It is not only victims who can suffer from traumatic stress. Emergency responders can suffer from it as well. It is vital for individuals involved in the emergency response to manage their stress to whatever degree possible, in order to maintain the safety of themselves and others as they carry out their duties during the event, perform their duties effectively, and to minimize the risk of developing any long-term psychological problems after the event. The goal of this 15-minute training course is to explain how a traumatic event effects people, familiarize you with the symptoms of traumatic stress, both during the event and afterwards, and to provide you with methods to manage your stress, on-site, immediately after the event, and once you return to your everyday life.

Learning Objectives:
- Explain how, why, and to what extent a traumatic event affects rescue and recovery workers and those involved in the relief effort
- Recognize the symptoms of traumatic stress in yourself and others
- Utilize methods to manage of minimize your stress after a traumatic event

Runtime: Approximately 15 minutes

EE. **Course Title:** Moving Public Health Upstream to Reduce Health Inequities
Course ID# 1060023
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Cultural Competency Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills
Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Cultural Competency Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills
Tier Three: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Cultural Competency Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills

Description:
Traditional public health focuses on downstream forces – those that influence individual behavior rather than those that put people at risk – such as housing, living conditions, air quality, income inequality. These are the things social epidemiologists call the "causes that cause". In this webinar lecture, Dr. Freudenberg expounds five strategies public health practitioners may use to tackle upstream influences on health in order to challenge health inequities. Skill development and establishing collaborative exchanges with social movements, putting data into the hands of people who can use them in political arenas, and recognizing our own roles as citizens outside of our public health identities are a few of the suggested approaches in this talk. Dr. Freudenberg also discusses the challenges of applying these strategies in public health practice despite the substantial political and social risk often inherent in taking action.

Learning Objectives:
By the end of the webinar, viewers should be able to answer the following questions:
- Why should public health practitioners take on more upstream causes of ill health in order to better reduce inequalities in health?
- How can public health professionals in state and local health departments move upstream without falling into the river?
- How can public health professionals ally with the social movements of today to advance the efforts for health equity?

Runtime: 60 minutes

FF. **Course Title:** Public Health Live – Collecting the Data: First Steps in Achieving

Health Equity
Course ID# 1050930
Competency:
Tier One: Analysis and Assessment, Policy Development/Program Planning

Description:
Health disparities – from access to care to health outcomes – disproportionately affect a growing segment of our population. While recent reports show some progress in reducing health disparities, there is still much work to be done. As America becomes increasingly diverse, concrete strategies to address disparities are needed to prevent ever-widening gaps in healthcare and health outcomes. To improve the quality and equity of healthcare, there needs to be better, reliable and accurate disparity measures to assess the scope and types of disparities that exist. Improved collection of data will allow hospitals and facilities to improve their assessment and understanding of the problem at their hospital or facility, develop and implement quality improvement interventions targeted to specific patient populations, evaluate effectiveness of the interventions, and meet the challenge issued by the Institute of Medicine to reduce unequal healthcare. As such, it is imperative that hospital and facility leaders, providers and staff develop a system-wide strategy to improve and standardize the collection of racial, ethnic, and other disparities information.
        This webcast addresses the rationale for collecting race and ethnicity data. Discusses the challenges and successes of these data collection efforts, explain why hospitals, emergency rooms, and surgery centers are logical places for data collection, and provide a roadmap for how to begin making the changes necessary to succeed.

Learning Objectives:
- Identify at least three examples of reported disparities in healthcare (e.g., unequal treatment)
- Describe why improved race and ethnicity data will help individual hospitals and facilities identify disparities in healthcare quality at their institution
- Illustrate successful strategies that are being used to improve the data collections process

Runtime: Approximately 90 minutes

II. Core Competency: Policy Development / Program Planning

A. **Course Title:** Business Planning for Public Health Programs
    Course ID# 1028437
    Competency:
    Tier One: Policy Development/Program Planning Skills
    Description:
    Do you need a new approach to generating revenue? Do you have a program that you want to continue after your grant runs out? Then business planning may

be the answer. This 45-minute module will help you understand the basics of business planning and determine if writing a business plan is appropriate for your public health program.

Learning Objectives:
- Describe the parts of a business plan.
- Explain how business planning can be helpful for a public health agency or non-profit organization.
- Describe the function of business planning.
- Identify when it is appropriate to do a business plan

Runtime: Approximately 60 minutes

B. **Course Title:** Promoting Policy and Systems Change to Expand Employment of Community Health Workers (CHWs)
Course ID# 1052084
Competency:
Tier One: Policy Development/Program Planning Skills

Description:
This course is designed to provide state programs and other stakeholders with basic knowledge about Community Health Workers (CHWs), such as official definitions of CHWs, workforce development, and other topic areas. In addition, the course covers how states can become engaged in policy and systems change efforts to establish sustainability for the work of CHWs, including examples of states that have proven success in this arena.

Learning Objectives:
- CHWs' roles and functions
- Current status of the CHW occupation
- Areas of public policy affecting CHWs
- Credentialing CHWs
- Sustainable funding for CHW positions
- Examples of states successful in moving policy and systems change forward

Runtime: Approximately 60 minutes

C. **Course Title:** Health Equity: A Public Health Essential
Course ID# 1041931
Competency:
Tier One: Policy Development/Program Planning Skills, Cultural Competency Skills, Community Dimensions of Practice Skills
Tier Two: Policy Development/Program Planning Skills
Tier Three: Public Health Sciences Skills

Description:

How healthy we are when we are born, how likely we are to get sick as we age, and how long we can expect to live are all determined to a surprising extent by our place in society. Disparities in health among income, racial, and ethnic groups in the U.S. are significant and, by many measures, expanding. This course serves as a primer for illustrating the root causes that shape health and health disparities. In addition to describing the complex interplay of social conditions associated with health disparities, it also provides a framework for exploring public and community health frameworks for addressing health equity.

Learning Objectives:
- Describe terms related to health equity.
- Identify how historically major advances in health status resulted from broad-based social reforms.
- Identify the health outcomes of affected populations.
- Describe the social determinants of health and how they contribute to health disparities and inequities.
- Describe the Healthy People 2020 approaches to address health inequity.
- Illustrate the role of the public health workforce in addressing health inequity.
- Describe evidenced-based approaches to addressing health equity.

Runtime: Approximately 90 minutes

D. Course Title: Feasibility Planning For Public Health Business Plans
Course ID# 1030989
Competency:
Tier One: Policy Development/Program Planning Skills

Description:
Do you have an idea for a new revenue-generating program or a program for which you want to write a business plan? This module will take you through the process of creating a feasibility plan, a necessary step before writing a full business plan, to determine whether your idea is worth pursuing. This module will help you know what to consider when writing your feasibility plan and which sources will provide pertinent information.

Learning Objectives:
- Answer the question, "Is this a good idea?"
- Gather data and research information needed to write the feasibility plan.
- Write a feasibility plan (in preparation for a full business plan).

Runtime: Approximately 75 minutes

E. Course Title: Public Health Live – School Meals: An Integral Part of the School Day
Course ID# 1050929
Competency:

Tier One: Policy Development/Program Planning, Community Dimensions of Practice
Tier Two: Policy Development/Program Planning, Community Dimensions of Practice

Description:
The school nutrition landscape is changing rapidly. There are new USDA regulations from the Healthy, Hunger-Free Kids Act of 2010 that are translating into more healthful foods and better learning environments through changes in foods offered in cafeterias, vending machines, school stores, and fundraising. At the same time, there are more opportunities for schools participating in National School Lunch and Breakfast Programs, including options for offering breakfast and for enrolling students in programs in high need districts. Presenters from education and health will discuss school nutrition and academic achievement, the changes brought by the Healthy, Hunger-Free Kids Act, and the expanded options for providing school meals.

Learning Objectives:
- Explain the relationship between school nutrition and learning
- List three ways the school nutrition environment has changed under the Healthy, Hunger-free Kids Act of 2010
- Discuss benefits of participating in the community eligibility option

Runtime: Approximately 60 minutes

F. **Course Title:** Logic Models and Outcome Measurement
Course ID# 1021343
Competency:
Tier One: Policy Development/Program Planning Skills

Description:
Have you ever tried running a marathon? Whether you just want to get across the finish line or put in your best time ever, you need to plan for it. That plan might include getting the right running shoes, scheduling your practice runs, eating the right foods, and stepping up your speed as the race draws near. In essence, you've laid out a logic model for a successful outcome. In the same way, your public health efforts will be even better if you plan ahead, assess your progress, make needed changes, and reflect on the outcomes. This module shows you how to measure the performance of your local health jurisdiction using logic models and outcome measurement.

Learning Objectives:
- Describe the components and uses of a logic model
- Define outcome measurements and why they are important
- Differentiate between indicators and outcome measures
- Describe potential uses of outcome measures

- Identify measurable outcomes
- Determine levels (e.g., community, system, agency, program) of outcomes
- Identify outcomes vs. goals and objectives

Runtime: Approximately 45 minutes

G. **Course Title:** Training Tools for Healthy Schools: Module 3: Comprehensive School Physical Activity Program: A Guide for Schools (26/30)
Course ID# 1060636
Competency:
Tier Two: Policy Development/Program Planning

Description:
The Comprehensive School Physical Activity Program: A Guide for Schools is a self-paced training module, delivered in rich, multimedia content with short videos that can be viewed sequentially or individually. Additional content can be accessed in Go Further, a series of questions and answers and helpful resources. The CSPAP provides guidance to schools and districts on how to develop, implement, and evaluate comprehensive physical activity programs. Topics covered: Physical education, physical activity during school, physical activity before and after school, staff involvement, family and community engagement.

Learning Objectives:
- Understand the importance and benefits of youth physical activity.
- Recognize the components of a Comprehensive School Physical Activity Program.
- Learn the process for developing, implementing, and evaluating a Comprehensive School Physical Activity Program.

Runtime: Approximately 60 minutes

H. **Course Title:** Evidence-Based Strategies for Local Public Health Departments
Course ID# 1050323
Competency:
Tier One: Policy Development/Program Planning Skills

Description:
Developed by the Center for Healthy North Carolina, this module defines evidence-based strategies and describes the North Carolina Institute of Medicine's evidence-based strategies task force recommendations.

Learning Objectives:
- Define Evidence-Based Strategies
- Describe the North Carolina Institute of Medicine Evidence-Based Strategies Taskforce recommendations

- Describe the North Carolina Institute of Medicine Evidence-Based Strategies Taskforce recommendations as a resource to find evidence-based strategies registries

Runtime: Approximately 15 minutes

I. **Course Title:** Community Toolbox Module 8: Assuring Collaboration During Implementation
Course ID# 1034996
Competency:
Tier One: Policy Development/Program Planning Skills, Communication Skills, Cultural Competency Skills, Community Dimensions of Practice Skills, Leadership and Systems Thinking Skills
Tier Two: Financial Planning and Management Skills, Leadership and Systems Thinking Skills

Description:
This project was funded in part through the Kansas Department of Health and Environment, Bureau of Community Health Systems - State Office of Rural Health (SORH) grant. The SORH program is managed by the Federal Office of Rural Health Policy, Health Resources and Services Administration, U.S. Department of Health and Human Services.

Learning Objectives:
- Assure collaboration across sectors
- Share investment in implementation of the community health improvement plan

Runtime: Approximately 30 minutes

J. **Course Title:** Inclusive Just-In-Time Training
Course ID# 1025087
Competency:
Tier One: Policy Development/Program Planning Skills, Cultural Competency Skills
Tier Two: Leadership and Systems Thinking Skills

Description:
Inclusive Just-In-Time Training (JITT) is an online module for public health leaders that describes the framework, methods, and environment of *Inclusive JITT*. A case study follows Susan, a long-time public health nurse administrator, who receives Just-In-Time Training for a mass vaccination response to a disease outbreak. This case study illustrates the three principles of *Inclusive JITT*—learning dimensions, learning styles, and cultural context—and describes how local health departments can adopt and use the model to better train their response staff.

Learning Objectives:
- Define *Inclusive Just-In-Time Training* (JITT).
- Describe how to apply *Inclusive JITT* in a public health response.
- Explain the importance of incorporating *Inclusive JITT* into ongoing organizational training and preparedness efforts.
- Describe how to adopt *Inclusive JITT* at the local level.

Runtime: Approximately 90 minutes

K. Course Title: Eating Disorders: Identification and Management
   Course ID# 1059831
   Competency:
   Tier One: Policy Development/Program Planning Skills
   Tier Two: Policy Development/Program Planning Skills

   Description:
   Not Listed

   Learning Objectives:
   1. Identify diagnostic criteria for anorexia nervosa, bulimia nervosa, binge eating disorder and diabulimia.
   2. Identify etiology, epidemiology, & signs/symptoms of eating disorders.
   3. Explore treatment methods and challenges related to eating disorders.

   Runtime: 60 minutes

L. Course Title: Screening in Public Health Practice
   Course ID#: 1016818
   Competency:
   Tier Two: Policy Development/Program Planning Skills, Public Health Sciences Skills
   Tier Three: Analytical/Assessment Skills

   Description:
   Screening is a critical tool that can save lives, improve health outcomes, and can even help public health practitioners make tough decisions about how to allocate limited resources. In this module, you will learn what screening is, how to select an appropriate screening test and administer it, and how to evaluate the effectiveness of your screening program for your patients.

   Learning Objectives:
   - Define screening and describe its role in public health work
   - Determine diseases for which it is appropriate to screen
   - Determine which tests are appropriate to use

- Describe important factors in the design and evaluation of screening programs
- Help clients interpret results of screening tests

Runtime: Approximately 60 minutes

M. Course Title: Project Planning
   Course ID# 1060054
   Competency:
   Tier Two: Policy Development/Program Planning Skills, Financial Planning and Management Skills

   Description:
   Good planning can make all the difference in creating a successful public health project. Project planning can be thought of as a series of specific steps, keys to success that will help projects of all types run smoothly and effectively. You don't have to be a project management expert to successfully plan a project. If you carefully think things through and use common sense, your plan can provide a solid foundation for your project and help you make and communicate important decisions.

   Learning Objectives:
   - Describe the basic steps needed for successful project planning.
   - Create a clear project definition, including specific goals.
   - Design an effective and practical project timeline.
   - Identify roles and plan communication with people involved in a project.
   - Plan for needed resources and budget.
   - Identify possible problems with a project and ways you can deal with them.
   - Plan to use tracking, effective problem-solving, and ongoing communication during the implementation phase to bring a project to a successful conclusion.

   Runtime: Approximately 90 minutes

N. Course Title: Program Evaluation in Public Health
   Course ID# 1021345
   Competency:
   Tier Two: Policy Development/Program Planning Skills

   Description:
   Your public health program is up and running but how do you know if it's paying off? This self-paced module can help you determine just that! First, you will receive some background on program evaluation—who, what, when, and why—and then you'll be taken through the steps to plan and conduct an evaluation. As you move through the module, you'll follow Joe Jones, an environmental public health manager, as he evaluates his food safety program. You'll see the

evaluation process in action and learn how a successful evaluation can help you do your work even better.

Learning Objectives:
- List and describe the six steps of an evaluation process
- Identify key stakeholder in an evaluation
- Describe the components and elements of a program logic model
- Outline a basic evaluations plan including data collection methods
- List three ways to use evaluation data to draw conclusions about a program

Runtime: 60-90 minutes or 3-4 hours with workbook

O. Course Title: Environmental Public Health (EPH) Primer Overview
Course ID# 1050175
Competency:
Tier Three: Policy Development/Program Planning Skills

Description:
This course highlights the core environmental public health services offered by local health departments, describes emerging challenges and opportunities in environmental public health, and identifies strategies for aligning environmental public health efforts with other programs and initiatives in the user's jurisdiction. Additional tools and resources to improve environmental public health practice are also provided.

Learning Objectives:
1. Highlight the core environmental public health services offered by local health departments
2. Describe emerging challenges and opportunities in environmental public health
3. Identify strategies for aligning environmental public health efforts with other program and initiatives in the user's jurisdiction
4. Identify tools and resources to improve environmental public health practice

Runtime: 8 minutes

P. Course Title: Training Tools for Healthy Schools: Module 2: School Health Index: A Self-Assessment and Planning Guide
Course ID# 1060628
Competency:
Tier One: Policy Development/Program Planning Skills

Description:
The School Health Index is a self-paced training module, delivered in rich, multimedia content with short videos that can be viewed sequentially or individually. Additional content can be accessed in Go Further, a series of

questions and answers and helpful resources. The SHI offers a team approach to improving school health and safety policies and programs.

Topics covered: School health and safety policies and environment, health education, physical education and other physical activity programs, nutrition services, school health services, school counseling, psychological, and social services, health promotion for staff, family and community involvement.

Learning Objectives:
- List the School Health Index modules.
- Identify the steps for implementing the School Health Index.
- Describe the process for conducting a self-assessment.

Runtime: Approximately 60-90 minutes

Q. **Course Title:** Planning and Budgeting for Public Health: The Business Plan
Course ID#: 1046512
Competency:
Tier One: Policy Development/Program Planning Skills

Description:
Practitioners in the field of public health find themselves in serious competition for funding. How do we make sure that the activities we advance to protect, maintain and promote the health of the public are a priority for funders. One of the ways we can improve our chances is to make a strong business case for our work. This brief overview will give you a simple outline to assist you in building a business plan for public health activities.

Learning Objectives
- Define public health finance.
- Identify three major domains of public health finance competencies (knowledge, skills, and abilities needed in practice).
- Describe the financial cycle within organizations.
- Explain the reasons for a business plan.
- List the major sections of a business plan template.

Runtime: Approximately 40 minutes

R. **Course Title:** Health Equity: A Public Health Essential
Course ID# 1041931
Competency:
Tier One: Policy Development/Program Planning Skills, Cultural Competency Skills, Community Dimensions of Practice Skills
Tier Two: Policy Development/Program Planning Skills
Tier Three: Public Health Sciences Skills

Description:
How healthy we are when we are born, how likely we are to get sick as we age, and how long we can expect to live are all determined to a surprising extent by our place in society. Disparities in health among income, racial, and ethnic groups in the U.S. are significant and, by many measures, expanding. This course serves as a primer for illustrating the root causes that shape health and health disparities. In addition to describing the complex interplay of social conditions associated with health disparities, it also provides a framework for exploring public and community health frameworks for addressing health equity.

Learning Objectives:
- Describe terms related to health equity.
- Identify how historically major advances in health status resulted from broad-based social reforms.
- Identify the health outcomes of affected populations.
- Describe the social determinants of health and how they contribute to health disparities and inequities.
- Describe the Healthy People 2020 approaches to address health inequity.
- Illustrate the role of the public health workforce in addressing health inequity.
- Describe evidenced-based approaches to addressing health equity

Runtime: Approximately 90 minutes

III. Core Competency: Communication

A. **Course Title:** Public Health Essential Online
   Course ID# 1051672
   Competency:
   Tier One: Communication Skills, Cultural Competency Skills, Community Dimensions of Practice Skills
   Tier Two: Cultural Competency Skills, Community Dimensions of Practice Skills

Description:
This multimedia training will provide a dynamic look at the some of the most fundamental aspects of public health from the unique points of view of members of the workforce and of community members as well. Learners will gain a grounded understanding of the Three Core Public Health Functions and the Ten Essential Public Health Services.

Learners are asked to develop an action plan detailing immediate, short term, and long term goals that they will strive towards in building a capacity to better serve their public health community. The goals in the action plan relate to the learner's role in the delivery of services as they relate to the systems management section of the Public Health essentials continuum.

Learning Objectives:

- Describe and define public health
- Identify the role your work plays in public health
- Define three social determinants of health
- Recognize the three Public Health Core Functions
- Relate examples of each of the Ten Essential Public Health Services
- Discuss the role individuals and teams in the workplace play in good health outcomes for the community

Runtime: Approximately 45 minutes

B. Course Title: Applying Performance Measurement to Policy Activities
Course ID# 1043026
Competency:
Tier One: Policy Development/Program Planning Skills, Communication Skills, Community Dimensions of Practice, Leadership and Systems Thinking Skills

Description:
The Public Health Foundation (PHF) and the American Public Health Association (APHA) have worked collaboratively to develop a new tool to help health departments assess and improve the performance of their policy activities. While other performance measurement and evaluation guides exist, this is the first tool to focus explicitly on performance measurement for public health policy. The first section of the tool gives a brief overview of the role of health departments in public health policy, followed by an introduction to performance measurement within the context of performance management. It also includes a framework for conceptualizing the goals and activities of policy work in a health department.

The second section of the tool consists of tables with examples of activities that a health department might engage in and sample measures and outcomes for these activities. The final section provides three examples of how a health department might apply performance measurement and the sample measures to assess its policy activities. Health departments can enter their specific activities and measures in the policy performance management table template. This archived webinar provides an overview of the tool and its practical application.

Learning Objectives:
- Understand a framework for incorporating performance measures into public health policy work
- Understand how to identify and incorporate measures at various stages of public health policy works

Runtime: Approximately 60 minutes

C. Course Title: Risk Communication (Basics of Public Health Preparedness, Module 10)
Course ID# 1046401

Competency:
Not Listed

Description:
This module is part of a training series for local health department preparedness staff. It defines risk communication and provides strategies for developing effective risk communication methods. Additionally, it discusses the role of the Public Information Officer (PIO) and how risk communication fits into the Incident Command System (ICS).

Learning Objectives:
- Discuss the basic principles of risk communication in public health preparedness
- Explain the integration of risk communication into the Incident Command Systems (or ICS)
- Define Crisis and Emergency Risk Communication (or CERC)
- Identify key elements for crisis and emergency risk communication planning
- Describe the role of Public Information Officers (or PIOs) in North Carolina

   Runtime: Approximately 60 minutes

D. **Course Title:** Health Literacy for Public Health Professionals
   Course ID# 1057675
   Competency:
   Tier One: Communication Skills
   Tier Two: Communication Skills

Description:
The purpose of this public health literacy web-based training program is to educate public health professionals about public health literacy and their role in providing health information and services and promoting public health literacy. This web-based course uses a 508-compliant template, knowledge checks, evaluation, CE and other credits, include glossary and resources tabs, scenario-based interactions and video clips.

Learning Objectives:
- Define and describe public health literacy
- List factors that influence public health literacy
- Identify who is affected by public health literacy
- Recognize the consequences of limited public health literacy
- Determine who are the stakeholders in public health literacy
- Recognize the role of public health literacy in meeting core public health services
- Apply lessons learned to improve public health literacy

Runtime: Approximately 60 minutes

E. Course Title: Motivational Interviewing: Supporting Patients in Health Behavior Change
  Course ID# 1048804
  Competency:
  Tier One: Communication Skills, Cultural Competency Skills

  Description:
  This course is designed to equip healthcare providers and ancillary staff with the knowledge and tools to optimize patient behavior change to ultimately improve health outcomes. The following are the topics that will be covered in this course:

  - Components of Motivational Interviewing (MI)
  - Benefits of Using Motivational Interviewing
  - Traditional Expert-Centered Model vs. MI Patient-Centered Model
  - Principles of MI
  - Readiness to Elicit Change Talk

  Learning Objectives:

  - Implement effective patient communication strategies based on individualized readiness to make a behavior change
  - Increase healthcare providers' knowledge on the importance and utilization of the patient-centered model of behavior change
  - Implement motivational interviewing techniques during patient visits for improved health outcomes

  Runtime: 60 minutes

F. Course Title: Climate Change: Public Health Preparedness and Response
  Course ID# 1032741
  Competency:
  Tier One: Public Health Sciences Skills, Analytical/Assessment Skills
  Tier Two: Public Health Sciences Skills, Analytical/Assessment Skills

  Description:
  Without substantial changes in emissions rates, climate change from the buildup of greenhouse gases is likely to lead to extensive transformations of U.S. ecosystems and coastlines later this century. The U.S. Department of Defense's 2010 Quadrennial Defense Review recently determined that climate change will contribute to food and water scarcity, will increase the spread of disease and may spur or exacerbate global mass migration. The online course includes a pre-test, a one hour interactive module specifically addressing the climate predictions outlined by U.S. Federal agencies, and a post test. After passing the latter portion, the learner can participate in an interactive case study and receive a certificate of completion.

Learning Objectives:

- Familiarize the learner to the basic concepts of and trends related to climate change and health effects
- Explore the relationship of climate change to a vector-borne disease outbreak through an applied case study simulation

Runtime: Approximately 60 minutes

G. **Course Title:** Improving Team Performance in a Public Health Response
Course ID# 1053632
Competency:
Tier One: Communication Skills, Leadership and Systems Thinking Skill
Tier Two: Communication Skills, Leadership and Systems Thinking Skills

Description:
This is a 4 part eLearning series collaboratively developed by the Minnesota Department of Health and the University of Minnesota: Simulations, Exercises & Effective Education Preparedness and Emergency Response Research Center (U-SEE PERRC). This training was funded by grant #3P01TP000301-0551 from the Centers for Disease Control and Prevention. This series consists of the following modules:

Module 1: Introduction to Team Dynamics
Module 2: High Reliability Teams
Module 3: Team Dynamics Tools and Techniques
Module 4: Team Communication

Learning Objectives:
Module 1:
- Compare working in a group vs. a team
- Describe a well-functioning team
- Learn benefits to working on a well-functioning team
- Describe characteristics/needs of an Incident Command System team
- Identify potential communication challenges
Module 2:
- Define high reliability and how it relates to a public health response
- List key concepts/characteristics of high reliability environment/teams
- Outline challenges to achieving high reliability teams
- Define "Just Culture"
Module 3:
- Compare communication vs. information exchange
- Describe/define situational awareness and shared mental model and how they impact effective teamwork

- Describe two information exchange techniques – S-BARR and closed loop communication
- Identify tools to standardize team functions – briefings, call-outs, hand-offs, huddles.

Module 4:
- Describe skills and competencies of high-performing teams
-
- Identify the roles/tasks of a leader
- Describe the ways a leader can facilitate desired team performance
- Identify four standards of effective communication – complete, clear, brief and timely
- Identify individual areas for development and support tools to improve communication

Runtime: Approximately 55 minutes

H. **Course Title:** Life Course Nutrition: Maternal and Child Health Strategies in Public Health
Course ID# 1031313
Competency:
Tier One: Policy Development/Program Planning Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills
Tier Two: Policy Development/Program Planning Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills

Description:
Is your health agency interested in preventing chronic disease? There is growing evidence that nutrition and growth in early life—during pregnancy, infancy and childhood—has an impact on chronic disease in adulthood. When state and local public health departments take steps to ensure the nutritional health of mothers and children they invest in the future health of the communities they serve. This module, based on a life course framework, is designed to help public health leaders describe the role of maternal and child nutrition in population health and identify actions they can take to create equitable access to healthy foods and food environments. By the end of the module you will be able to use the life course framework to design effective nutrition initiatives to improve population health.

Learning Objectives:
- Describe the role of maternal and child health (MCH) nutrition in the lifelong health of the population.
- Access resources for assessment, assurance, and policy development for MCH nutrition.
- Identify ways to integrate MCH nutrition within state and local public health agencies.

- Apply the principles of the life course framework for population-based public health actions and initiatives.

Runtime: Approximately 75 minutes

I. **Course Title:** Mastering the Roles of Supervision
Course ID# 1018038
Competency:
Tier One: Communication Skills, Community Dimensions of Practice Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills

Description:
"Mastering the Roles of Supervision" introduces the concept of the Competing Values Framework, describes the often competing roles associated with being an effective supervisor, explains the levels of mastery of a skill, provides strategies for assessing and monitoring your progress through the levels of supervisory mastery

The course consists of two modules. The first module introduces the Competing Values Framework and the associated supervisor roles. Each role is explained briefly, through simulated conversations with "real" supervisors.

The second module asks and answers the question, "What is mastery?" A number of self-assessment tools and interactive elements help you to chart your course to becoming the best supervisor you can be!

A blog is available at the end of the course, for you and other participants to share your experiences with the course and supervision in general!

Learning Objectives:
- Describe the competing values framework.
- Identify the eight potentially conflicting roles played by supervisors.
- Prioritize roles most appropriate for a supervisor to employ given a situational challenge.
- Describe the five steps to mastery.
- Assess personal challenges, identify areas for further development and develop a plan for change.
- Describe the importance of self-knowledge and assessment in understanding the impact of one's behavior on others.

Runtime: Approximately 180 minutes

J. **Course Title:** IS-1107: Adjuster Customer Service
Course ID#: 1060461
Competency:

Tier One: Communication Skills

Description:
A flood might be one of the most traumatic events a person can experience. As one of the first people to interact with the policyholder after a flood you, the adjuster, play a critical role in representing the National Flood Insurance Program. A customer-centric focus can result in claims being closed faster, with fewer appeals, and happier policyholders.

Learning Objectives:
- Create and maintain customer-centric focus during every policyholder interaction.
- Build rapport using empathy, sincerity, likeability, integrity, and friendliness.
- Respond to and communicate effectively with policyholders.
- Project a professional image by being respectful, prepared, having a game-plan, and knowing the Program.

Runtime: Approximately 60 minutes

K. Course Title: Risk Communication (Basics of Public Health Preparedness, Module 10)
Course ID#: 1046401
Competency:
Tier One: Communication Skills

Description:
This module is part of a training series for local health department preparedness staff. It defines risk communication and provides strategies for developing effective risk communication methods. Additionally, it discusses the role of the Public Information Officer (PIO) and how risk communication fits into the Incident Command System (ICS).

Learning Objectives:
- Discuss the basic principles of risk communication in public health preparedness
- Explain the integration of risk communication into the Incident Command Systems (or ICS)
- Define Crisis and Emergency Risk Communication (or CERC)
- Identify key elements for crisis and emergency risk communication planning
- Describe the role of Public Information Officers (or PIOs) in North Carolina

Runtime: 45 minutes

L. Course Title: Diabetes at Work: What's Depression Got to Do with It? (Web-based)
Course ID# 1055668

Competency:
Tier One: Communication Skills

Description:
The purpose of this Web page, Diabetes at Work: What's Depression Got to Do with It:, is to provide employers with information about the association between diabetes and depression, the economic cost of untreated depression, and the role that employers can take to help employees who are experiencing both illnesses.

Learning Objectives:
Not Listed

Runtime: Approximately 45-60 minutes

M. **Course Title:** Safe Handling of 12-hour Push Package Containers in SNS
   Course ID# 1058297
   Competency:
   Tier One: Communication Skills

   Description:
   The Division of Strategic National Stockpile created this quick learn lesson to provide an accessible reference for those who need to effectively prepare their warehouse to receive SNS products during a public health event. The information will introduce safe handling practices for 12 Hour Push Package Containers while working in a warehouse during a public health event. This training primarily describes the characteristics of 12 Hour Push Package containers, and safe handling techniques used at the state RSS level, but it could also be used by those working at a Regional Distribution Site, or RDS.

   Learning Objectives:
   Learn about difference characteristics of safe handling a 12-hr push package that will increase efficiency by 10-20% for receiving and storing SNS assets.

   Runtime: 15 minutes

N. **Course Title:** HIPAA: An Overview
   Course ID# 1041019
   Competency:
   Tier One: Communication Skills

   Description:
   This training provides public health professionals with a summary of the Health Insurance Portability and Accountability Act (HIPAA).

   Learning Objectives:

- Describe the Health Insurance Portability and Accountability Act of 1996;
- Discuss the Privacy Rule and its purpose;
- Determine when private information can or cannot be disclosed; and
- Explain how HIPAA and the Privacy Rule affect public health practice and research.

Runtime: 25 minutes

O. **Course Title:** Basic Mental Health Awareness for Educators
Course ID# 1044561
Competency:
Tier One: Communication Skills

Description:
This module is designed as an overview of the most common mental health issues facing students and appropriate classroom strategies.

Learning Objectives:
After completing this module, you will be familiar with:
- Six common groups of disorders that may affect children and youth
- Signs and symptoms students may exhibit
- Behaviors educators may see in the classroom
- Some strategies to assist educators working with these students
- When and to whom you should report your concerns in your district
- Available resources

Runtime: 1-2 hours

P. **Course Title:** Zoonotic Diseases and Public Health
Course ID# 1030361
Competency:
Tier One: Communication Skills

Description:
This presentation by Carl Williams, DVM, MA, gives you an overview of various zoonotic diseases, investigations of such diseases, and their importance to public health.

Learning Objectives:
- Define and discuss zoonotic disease
- Provide examples of zoonotic disease
- Outline zoonotic disease investigations

Runtime: 20 minutes

Q. **Course Title:** Physical Activity and Obesity: How to Get Your Patient Moving

Course ID# 1061175
Competency:
Tier One: Communication Skills

Description:
Do you know how to set your patient up for success? Physical activity is more than just "exercise." Physical activity can be intimidating in the best of circumstances but as health care providers we can help our patients embrace the athlete inside.   Successful intervention requires a true understanding of US Physical Activity Guidelines and access to quick tools improve your approach in every encounter. Our discussion will help expand your idea of physical activity and obesity treatment, help you understand where to start with each patient and/or when to refer, and how to create and monitor individualized physical activity prescriptions.

Learning Objectives:
1. Identify the 3 levels of Physical Activity Guidelines that affect Patients with obesity.
2. Define NEAT and describe the difference and impact of moving from sedentary to light activity.
3. List the Exercise Rx Top Ten.

Runtime: Approximately 70 minutes

IV. Core Competency: Cultural Competency

A. **Course Title:** Introduction to Cultural Competency and Title VI
Course ID# 1032904
Competency:
Tier One: Cultural Competency Skills

Description:
This training discusses the issue of cultural competency and the impact on delivery of public health and healthcare services as well as what the healthcare industry must do in order to be compliant with national legislation.

Learning Objectives:
- To explain what Title VI is and its implications for workers in the healthcare industry, especially public health
- To outline the demographic distribution of people by language and race in the United States
- To discuss cultural competence in the healthcare setting and how this relates to Title VI legislation
- To state the laws concerning cultural competence
- To outline the process of achieving cultural competency according to the cultural competency continuum

- To list the standards for measuring cultural competency in the healthcare industry

Runtime: Approximately 25 minutes

B. Course Title: Community Toolbox Module 1: Assuring engagement in Community Health Improvements efforts
Course ID# 1033673
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Cultural Competency Skills, Community Dimensions of Practice Skills, Leadership and Systems Thinking Skills
Tier Two: Analytical/Assessment Skills

Description:
This course will help participants to increase knowledge on participation, membership and the CDC report on recommended Practices for enhancing community health and improvements.

Learning Objectives:
- Define community health assessment
- Engage community members and assure ownership among stakeholders

Runtime: Approximately 30 minutes

C. Course Title: VDH Cultural Diversity and Cultural Competency
Course ID# 1054460
Competency:
Tier One: Cultural Competency Skills

Description:
This course gives participants a greater understanding of cultural diversity and the impact of culture on interpersonal interactions. Provides tools to improve cultural competency.

Learning Objectives:
- Review of Virginia demographics
- Clarify different kinds of immigrants in the commonwealth and the challenges faced by new arrivals
- Define culture, acculturation and how to guard against stereotyping
- Identify certain areas where cultures differ and where miscommunication may result
- Suggest strategies for improving cultural competence and providing more effective service

Runtime: Approximately 60 minutes

D. Course Title: Promoting Healthy Choices and Community Changes: An E-learning Program for Promotores De Salud
Course ID# 1059120
Competency:
Tier One: Cultural Competency Skills, Communication Skills, Community Dimensions of Practice Skills

Description:
Launched in June 2015, Promoting Healthy Choices and Community Changes: An E-learning Program for Promotores De Salud is designed for any promotor de salud (community health worker), regardless of years of experience or the type of outreach in which they are engaged (e.g., nutrition, cancer or diabetes) and employs case studies, pre- and post-tests, self-assessment exercises, and more. Learners will receive a Certificate of Completion upon completing each unit.

Learning Objectives:
- Tell the difference between a healthy choice and an unhealthy choice
- Recognize things that can make it hard to make healthy choices
- Learn the best ways to talk with someone about healthy choices
- Recommend resources that can help people make healthy choices
- Teach people in their community to take action toward health
- Make change in their community
- Empower others to make changes in their community

Runtime: Up to 4 hours

E. Course Title: Recognizing Cultural Influences on Food Beliefs and Practices
Course ID# 1048623
Competency:
Tier One: Cultural Competency Skills, Communication Skills

Description:
This course is designed for WIC personnel and other health care providers who complete nutrition assessments. Awareness of cultural differences allows WIC personnel to have better and enhanced conversations with all populations.

Learning Objectives:
- Define cultural competence and why it is necessary in practice
- Provide examples of eating practices from various cultures, specifically in the context of the WIC food package
- Increase awareness of resources, at the local and national levels, that enable WIC personnel and any health care provider to improve services to diverse participants

Runtime: Approximately 90 minutes

F. **Course Title:** Orientation to Public Health
Course ID# 1000614
Competency:
Tier One: Cultural Competency Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills

Description:
Orientation to Public Health is a web-based course that provides learners with a basic understanding of the mission and functions of public health. Designed to orient newly hired support and technical staff to the field, the course consists of two parts. Part One introduces the mission and six obligations of public health. Part Two explains the ten essential services. The course uses the metaphor of a new worker orientation (computer-based) to present information. By reading e-mails, completing assigned tasks, and participating in simulated desktop conferences, the learner discovers that public health is very much a part of everyday life, and learns how many different agencies work to carry out its mission. Newly registered learners login to find a virtual "desktop" they will use to navigate through the course. Sections called "Inbox," "Documents," "Tasks," and "Conferencing" provide access to content. Course components are generated dynamically in response to the learner's progress. As each new area is explored and tasks completed, more material is revealed. Once learners have entered the course, a "task list" appears on their desktop. This serves as a progress indicator, helping those who logout out and return at a later time to remember work they still need to complete.

Learning Objectives:
Not Listed

Runtime: Approximately 60 minutes

G. **Course Title:** One Health 101
Course ID# 1046807
Competency:
Tier One: Cultural Competency Skills

Description:
Additional Notes: One Health core competencies are embedded throughout the module. The competencies include the following: demonstrate willingness to listen to and recognize individuals from other disciplines and sectors, and to change ideas, opinions or approaches based on resulting new information or situations, demonstrate the ability to integrate information from different disciplines and sectors, take a broad view of the potential stakeholders with roles to play, both now and in the future, in a One Health approach, provide examples of integrated complex systems that include human, animal, environmental and

ecological components and identify key characteristics, elements and integration points where individual system components (e.g. social networks, organizations, governments, communities, ecosystems) interact.

Learning Objectives:
1. Understand key definitions, concepts, and basic principles of One Health
2. Demonstrate knowledge of the concept of One Health and its application in the control and prevention of infectious diseases
3. Demonstrate knowledge on how interactions between human and animal populations and environmental changes can lead to emerging and re-emerging infectious diseases
4. Describe major One Health challenges occurring at the interface of human, animal and environmental health
5. Summarize challenges to implementing a multi-disciplinary collaborative approach to solving One Health problems.

Runtime: Approximately 30 minutes

H. Course Title: Effective Communication for Environmental Public Health
   Course ID# 1016866
   Competency:
   Tier One: Cultural Competency Skills, Community Dimensions of Practice Skills
   Tier Three: Communication Skills

Description:
Do you find yourself struggling to communicate your public health message? This self-paced, interactive module is designed for public health professionals, especially those responsible for implementing environmental health programs. It introduces key communication strategies to help field workers successfully educate the public about environmental public health issues, communicate important environmental health information to diverse audiences, resolve conflicts, and market the value of environmental public health activities to clients and the public.

Learning Objectives:
- Summarize the five components of the communication process
- Describe the three skills important for effectively educating the public about environmental public health issues
- Explain four skills for communicating information to a variety of audiences
- Describe five key skills that are necessary for facilitating the resolution of job-related communication conflicts
- Explain four strategies that are important for marketing the value of environmental public health activities to clients and the public

Runtime: Approximately 60-90 minutes

I. **Course Title:** Determinants of Health and Health Disparities; Introduction to Public Health in North Carolina Training Series, Module 2
Course ID# 1057858
Competency:
Tier One: Cultural Competency Skills, Public Health Sciences Skills
Tier Two: Cultural Competency Skills, Public Health Sciences Skills
Tier Three: Cultural Competency Skills

Description:
This training module is one of six trainings included in the Introduction to Public Health in North Carolina training series. This module provides an overview of the factors that influence health and health-related behavior, and addresses differences in health status known as health disparities.

Learning Objectives:
- Discuss determinants of health
- Illustrate the social ecological framework
- Provide examples of the multiple levels of influence on a health-related behavior
- Define health disparities
- Describe health disparities existing in the United States and North Carolina

Runtime: Approximately 30 minutes

V. Core Competency: Community Dimensions of Practice

A. **Course Title:** Affordable Care Act Trainer of Community Trainers: Online English Version
Course ID# 1054675
Competency:
Tier Two: Cultural Competency Skills, Community Dimensions of Practice Skills

Description:
This online course is a duplicate version of a face-to-face training given in Arizona to community trainers assisting individuals enrolling in the Affordable Care Act. The training gives current, up to date information regarding pertinent information about, changes to, and enrollment instructions for the Affordable Care Act as of December of 2014. A pre- and post-assessment are required to complete this course. You must complete embedded pre-assessment before viewing the presentation. After viewing the presentation, return to TRAIN and complete the post-assessment.

Learning Objectives:
- Community trainers will be able to confidently assist individuals and families in understanding the information within the Affordable Care Act law

- Trainers will assists individuals in enrolling in the marketplace and be able to give direction and answer questions for individuals regarding the Affordable Care Act law

Runtime: Approximately 40 minutes

B. **Course Title:** The Community Guide for Community Health Centers
Course ID# 1051237
Competency:
Tier One: Policy Development/Program Planning Skills, Community Dimensions of Practice Skills
Tier Two: Community Dimensions of Practice Skills

Description:
The Community Guide provides information about evidence-based options for addressing specific public health issues that decision makers and stakeholders can consider when determining what best meets the specific needs, preferences, available resources, and constraints of their jurisdictions and constituents. The Community Guide website provides a series of success stories that describe practical use of the tool to combat the health problems of patient populations, as well as resources to help use The Community Guide to plan programs and affect policy change.

Learning Objectives:
- The Community Guide can be useful for:
  - Adopting evidence-based strategies to improve the health of individuals and populations
  - Promoting partnerships between practitioners and government, community, business, and voluntary organizations to plan and implement effective strategies in multiple health topics
  - Combining information on what has worked with knowledge of a local community and health care system to design interventions that are tailored to local needs and realities
- The Community Guide complements the US Preventive Services Task Force recommendations
- The Community Guide has been used by one health center to improve breast and cervical screening rates
- The Community Guide is useful as a shared evidence-base and shared toolkit for health centers working in partnership with local or state health departments and other public health initiatives
- Community health centers can contribute to the evidence-base included in The Community Guide

Runtime: Approximately 60 minutes

C. **Course Title:** Engaging Communities in Public Health Research, Practice and

Policy
Course ID# 1050058
Competency:
Tier One: Cultural Competency Skills, Community Dimensions of Practice Skills
Tier Two: Cultural Competency Skills, Community Dimensions of Practice Skills

Description:
Past Health Disparities roundtables have focused on community and policy level strategies to reduce health disparities. We believe engaging communities in identifying solutions to their health needs is key to implementing effective research, policies, and practices that reduce health disparities. This year's theme therefore focuses on effective methods for engaging minority and other communities in health research, practice, and policy.

Learning Objectives:
- To identify how to effectively engage communities in public health work, such as needs assessments, policy implementation, and advocacy
- To identify ways researchers, health professionals, advocates, and citizens can work together to reduce health disparities

Runtime: Approximately 60 minutes

D. **Course Title:** Healthy Children, Healthy Communities: A Learning Series on Childhood Obesity
Course ID# 1017342
Competency:
Tier One: Community Dimensions of Practice Skills, Analytical/Assessment Skills
Tier Two: Community Dimensions of Practice Skills, Analytical/Assessment Skills

Description:
Healthy Children, Healthy Communities brings together specific strategies and interventions directed at reducing and preventing childhood obesity. The focus areas include promoting physical activity and healthy eating in children and families; changing school environments to increase physical activity and healthy eating; and regional and community approaches to increase physical activity and healthy eating.

This course is an effort to provide access to research and national expertise on trends and best practices so you, your school, your organization, or your community can use an evidence-based approach to decision-making about the growing problem of childhood obesity. In this course, you will not only learn from experts about obesity and about promoting physical activity and healthy eating, you will find a framework for action developed to forward collaborative next steps.

The course is composed of narrated presentations, summary points, reflection questions, additional resources, and exercises for you to do.

Learning Objectives:
- Summarize obesity trends in children and adults in the United States
- Identify intervention approaches used to address obesity in children
- Explain how changing school environments to increase physical activity and healthy eating benefit children and families
- Describe regional and community approaches to increasing physical activity and healthy eating
- Examine strategies to initiate collaboration and foster healthy eating and physical activity in children

Runtime: Approximately 60 minutes per module

E. **Course Title:** Public Health Policy and Advocacy
Course ID# 1015166
Competency:
Tier One: Community Dimensions of Practice Skills, Leadership and Systems Thinking Skills

Description:
In this online module, learners will examine how policy becomes law and the "nuts and bolts" of advocacy that influence legislators as an educational tool for public health professionals, health care providers, and others who work with public health policy and reform; as a tool for advocates who lobby for change; as a resource for policy makers and others who interact directly with lobbyists and public health advocates.

Learning Objectives:
- Define health policy and explain the importance of advocacy to make social changes
- Describe the legislative process, including how a bill becomes law
- Discuss various tools that can be used to advocate for social change at the legislative level
- Describe what influences policy makers

Runtime: Approximately 45 minutes

F. **Course Title:** Public Health in North Carolina; Introduction to Public Health in North Carolina Training Series, Module 5
Course ID# 1057861
Competency:
Tier One: Community Dimensions of Practice Skills, Financial Planning and Management Skills
Tier Two: Community Dimensions of Practice Skills, Financial Planning and Management Skills

Description:
This training module is one of six trainings included in the Introduction to Public Health in North Carolina training series. This module discusses North Carolina's public health structure, the major responsibilities of its public health agencies, and key public health laws and statutes.

Learning Objectives:
- Name the state agencies responsible for public health in North Carolina
- Describe the different types of local health departments in North Carolina
- Discuss key public health laws relevant to North Carolina
- Describe the responsibilities of local health departments in North Carolina, including mandated services
- Outline the roles and responsibilities of the health director and the local governing board

Runtime: Approximately 35 minutes

VI. Core Competency: Public Health Sciences

A. **Course Title:** Introduction to Science and Health Communication
Course ID# 1040361
Competency:
Tier One: Public Health Sciences Skills

Description:
This online short course will cover topics including: how science/health communication happens, who does it, the challenges of communicating science/health, science literacy and best practices for effectively communicating science/health information to the public. This training is comprised of four, self-paced sections.

Learning Objectives:
- Learners will recognize that effective transfer of knowledge is active and engaging
- Learners will critique the premise that science and health communication aides the public in making informed decisions that have a direct impact on public health policy

Runtime: Approximately 40 minutes

B. **Course Title:** Bringing it All Together - An Integrated Approach (WISH, Module 6)
Course ID# 1050134
Competency:
Tier One: Public Health Sciences Skills

Description:

This training is final training in a six-part series designed for those public health and/or mental health professionals who oversee health programs and services for adolescent girls and women of reproductive age. It brings together the content of the earlier modules in the series to show the complete model of the integrated approach with all of its component parts. It also has suggested exercises for learners who would like to think about how some of the concepts learned in the training series might be relevant to their own professional settings. It is strongly recommended that users complete the modules in the series in sequence.

Learning Objectives:
- Describe how various components such as evidence-based practice, a public health approach and partnership come together to form an integrated approach to women's health issues
- Cite 3 examples of how an integrated approach made an impact in real life situations
- Identify 3 specific actions which can be taken to apply some of what has been learned in this training series

Runtime: Approximately 20 minutes

C. Course Title: Legal Aspects of Public Health Food Safety
Course ID# 1048259
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Leadership and Systems Thinking Skills
Tier Two: Policy Development/Program Planning Skills, Leadership and Systems Thinking Skills, Financial Planning and Management Skills
Tier Three: Policy Development/Program Planning Skills

Description:

Food safety is a unique and critical role filled by public health agencies. In the event of a foodborne illness outbreak investigation, you may wonder what personal information is protected by privacy laws and what may be shared. You may also wonder about the source and scope of your public health authority to keep the public safe from foodborne illnesses.

This 1-hour course is an introduction to legal issues that arise in public health food safety, from surveillance and outbreak investigation through restaurant inspections and detention of food. The content for the course was developed in partnership with the Network for Public Health Law, whose Eastern Region Office contributed invaluable practical experience and knowledge.

Learning Objectives:

- Identify federal privacy requirements related to food safety surveillance and foodborne illness outbreak response
- Describe the source and scope of state and local authority related to food safety
- Explain the administrative process for developing food safety regulations
- Identify the food safety control measures available to state and local authorities
- List common legal issues encountered during the enforcement of state and local food safety provisions

Runtime: Approximately 60 minutes

D. Course Title: Mass Fatalities: Public Health Emergency Training Module
Course ID# 1007956
Competency:
Tier One: Public Health Sciences Skills

Description:
This is one of nine awareness-level online modules, developed by the University of Minnesota in the UM PHET series that cover critical topics related to emergency preparedness. The Mass Fatalities module defines mass fatalities incidents, describes the operational sites and roles involved in responses to these types of disasters, and identifies key issues related to planning and implementing response efforts. The module, additional information and learning objectives are available at http://cpheo.sph.umn.edu/cpheo/umncphp/phet.html. This module takes between 20-40 minutes to complete.

Learning Objectives:
Not Listed

Runtime: Approximately 20 to 40 minutes

E. Course Title: Introduction to Public Health Preparedness
Course ID# 1046396
Competency:
Not Listed

Description:
This training was developed with the support of the UNC Preparedness and Emergency Response Learning Center (UNC PERLC), a funded project of the Centers for Disease Control and Prevention (CDC Cooperative Agreement 1U90TP000415). The UNC PERLC gratefully acknowledges the contributions of the West Virginia Center for Threat Preparedness and the North Carolina Public Health Preparedness and Response Branch in shaping the content and framework for this training.

Learning Objectives:
- Describe the 3 core functions of public health
- List the 10 essential public health services
- Define public health preparedness
- Describe the role of public health and the health care system in broader community preparedness and emergency management
- Describe the role of public health preparedness in the public health structure
- Describe the basic structure of public health preparedness

Runtime: Approximately 60 minutes

F. **Course Title:** Epidemiology for Arizona Health Departments
   Course ID# 1030452
   Competency:
   Tier One: Public Health Sciences Skills, Leadership and Thinking Skills, Analytical/Assessment Skills

   Description:
   Epidemiology for Arizona Health Departments describes the role of public health departments in the state of Arizona including agencies representing the state, tribes and counties. The module describes both the concepts an laws related to reporting communicable diseases and how that information is used by public health to protect the community as a whole. Prior to beginning the lesson you must complete the pre-test (short section of about 10 questions). Following the lesson, a post-test based on the learning objectives must be completed to receive credit for the lesson and to move on to any additional lessons within the Epidemiology Series.

   Learning Objectives:

   - Describe the roles and relationships related to communicable disease epidemiology of the various health departments with the state of Arizona
   - Explain the importance and process of reporting communicable diseases
   - Distinguish the various groups required by law to report disease in Arizona
   - Describe MEDSIS and how it is used to report and analyze data
   - Describe surveillance systems used in Arizona
   - Describe national based surveillance systems and how they are put to use locally

   Runtime: Approximately 30 minutes

G. **Course Title:** What is Public Health?; Introduction to Public Health in North Carolina Training Series, Module 1
   Course ID# 1057857
   Competency:
   Tier One: Public Health Sciences Skills

Tier Two: Public Health Sciences Skills

Description:
This training module is one of six trainings included in the Introduction to Public Health in North Carolina training series. It provides a basic introduction to the field of public health.

Learning Objectives:
- Define public health
- Explain the value of public health and its role in everyday life
- Compare and contrast public health and clinical medicine
- Describe the three levels of prevention
- List the 10 great public health achievements of the 20th century

Runtime: Approximately 20 minutes

H. **Course Title:** Descriptive Epidemiology and Study Design
   Course ID# 1029869
   Competency:
   Tier One: Public Health Sciences Skills

   Description:
   This presentation by Dr. Ward Cates, MD, MPH, President, Family Health Institute, Family Health International, gives the viewer an introduction to descriptive epidemiology and study design.

   Learning Objectives:
   - To understand the use of epidemiology as a quantitative basic science, a method of casual reasoning and a tool for clinical and public health action
   - Give examples of several exposure-disease relationships and explain how they are used to determine associations
   - To understand the three categories of study design (descriptive, analytical and experimental) and assess appropriateness, strengths, and weaknesses

   Runtime: 35 minutes

I. **Course Title:** Introduction to Communicable Disease Law: Part 1
   Course ID# 1030126
   Competency:
   Tier One: Public Health Sciences Skills, Financial Planning and Management Skills
   Tier Two: Public Health Sciences Skills, Financial Planning and Management Skills

   Description:

This presentation by Jill Moore, MPH, JD, Assistant Professor of Public Law and Government at the Institute of Government, University of North Carolina at Chapel Hill, gives the viewer an introduction to communicable disease law.

Learning Objectives:
- Identify the legal authority for controlling communicable disease (CD)
- Describe the legal issues raised by CD detection and investigation
- Explain how federal medical privacy law affects CD detection and investigation

Runtime: 25 minutes

J. Course Title: Anatomy and Physiology of an Outbreak Team (FOCUS, Volume 1.2)
Course ID#: 1029955
Competency:
Tier One: Public Health Sciences Skills
Tier Two: Public Health Sciences Skills

Description:
The FOCUS issues describes the roles of outbreak investigation team members and management strategies during an outbreak.

Learning Objectives:
- Discuss team member roles
- Discuss necessary equipment for an outbreak investigation
- Discuss the importance of team communication

Runtime: 40 minutes

K. Course Title: Public Health Core Functions and Essential Services; Introduction to Public Health in North Carolina Training Series, Module 3
Course ID# 1057859
Course Competency:
Tier One: Public Health Sciences Skills

Description:
This training module is one of six trainings included in the Introduction to Public Health in North Carolina training series. This module provides an overview of the functions, activities and essential services at the heart of public health.

Learning Objectives:
- Describe the 3 core functions of public health
- Provide examples of activities that fulfill the 3 core public health functions
- Describe the 10 essential public health services

- Recognize the real-world applications of the essential services in public health practice
- List the core public health disciplines

Runtime: Approximately 15 minutes

L. **Course Title:** Food Preservation Techniques
   Course ID# 1033931
   Competency:
   Tier One: Public Health Sciences Skills

   Description:
   Trying to avoid food spoilage? This program gives you background on key trends in food safety. See current facts and figures, and dig into the methods of safe preservation. Approved for 1 hr CE (RDs, DTRs, and CDMs—Sanitation). Approved by the American Culinary Federation, the Association of Nutrition & Foodservice Professionals, and the Commission on Dietetic Registration for 1 CE hour.

   Learning Objectives:
   - Define food spoilage and distinguish spoiled food from unsafe food.
   - Identify key factors that contribute to both food spoilage and growth of pathogenic microorganisms in food.
   - Outline both thermal and non-thermal food preservation techniques.

   Runtime: 60 minutes

M. **Course Title:** Public Health Infrastructure; Introduction to Public Health in North Carolina Training Series, Module 4
   Course ID# 1057860
   Competency:
   Tier One: Public Health Sciences Skills, Financial Planning and Management Skills

   Description:
   This training module is one of six trainings included in the Introduction to Public Health in North Carolina training series. This module addresses the components that form the foundation of the public health system.

   Learning Objectives:
   - Describe the four components of the public health infrastructure
   - Provide examples of activities performed by local public health professionals in specified roles
   - List community partners that frequently work with public health
   - Identify the primary sources of funding for public health in North Carolina
   - Discuss the process of accreditation of local health departments

Runtime: Approximately 30 minutes

VII.   Core Competency: Financial Planning and Management

A. Course Title: Introduction to Cost Effectiveness
Course ID#: 1055156
Competency:
Tier One: Financial Planning and Management Skills

Description:
This course is part of a blended learning series entitled "Return on Investment Series". If you are interested in participating in the blended learning series, you can find it by searching for "Return on Investment Series" offered by the Western Region Public Health Training Center.

This course will provide learners with the tools to effectively train users on calculating return of investment topics specific to cost effectiveness**.**

Learning Objectives:
Not Listed

Runtime: Approximately 50 minutes

B. Course Title: Business Planning for Public Health Programs
Course ID# 1028437
Competency:
Tier One: Policy Development/Program Planning Skills

Description:
Do you need a new approach to generating revenue? Do you have a program that you want to continue after your grant runs out? Then business planning may be the answer. This 45-minute module will help you understand the basics of business planning and determine if writing a business plan is appropriate for your public health program.

Learning Objectives:
- Describe the parts of a business plan
- Explain how business planning can be helpful for a public health agency or non-profit organization
- Describe the function of business planning
- Identify when it is appropriate to do a business plan

Runtime: Approximately 45 minutes

C. Course Title: Law and Ethics in Public Health (Public Health Ethics, Module 4)
Course ID#: 1050892

Competency:
Tier One: Financial Planning and Management Skills
Tier Two: Financial Planning and Management Skills

Description:
Although we often think of laws as the way a society encodes its ethics, there are actually some important differences between law and ethics. This module presents: the relation between law and ethics; the federal, state, and local legal powers in public health; and how public health ethics relates to the powers given to public health by the law. This module, developed in partnership with the Program in Public Health Ethics at the UNC Gillings School of Global Public Health, is part of the "Public Health Ethics" training series developed to promote the ethical practice of public health by teaching about the ethical principles of public health and by providing resources for creating an ethical climate in public health agencies and schools of public health.

This training was developed with the support of the Southeast Public Health Training Center (Southeast PHTC), a funded project of the Bureau of Health Professions in the Health Resources and Services Administration (HRSA Cooperative Agreement 6UB6HP20182).

Learning Objectives:
- Describe three of the several legal powers given to public health
- Describe an ethical principle in public health that is not encoded in public health law
- Describe how the exercise of any power is an ethical issue

Runtime: 35 minutes

D. **Course Title:** Introduction to Management in Public Health
   Course ID# 1019168
   Competency:
   Tier One: Financial Planning and Management Skills

Description:
This online training module portrays a wide range of competencies and roles of effective managers in organizations that promote public health. Several tools and concepts from management theory and practice are presented across a wide range of management roles. Public health managers describe their experiences acting within each role.

Learning Objectives:
- Articulate the wide range of roles and competencies of effective manages in public health
- List and describe a range of tools and concepts used by effective managers
- Describe SWOT analysis

- Distinguish intrinsic and extrinsic motivation and give an example of each
- Describe five ways that job enrichment can be used to make jobs more fulfilling
- Describe why employees resist many types of change
- Describe three conditions for dialogue and give an example of its use in public health

Runtime: Approximately 60 minutes

E. **Course Title:** A General Overview of Public Health Accreditation
   Course ID#: 1030973
   Competency:
   Tier One: Financial Planning and Management Skills

   Description:
   Despite the important role public health departments play in our communities, there has not been a national system for ensuring their accountability and quality—until now. Other community services and organizations, such as schools, daycare centers, police departments, and hospitals, have seen the value of accreditation. Now, there is an opportunity for public health departments to have their performance measured, demonstrate accountability within their communities, and show a measurable return on investment in public health and prevention. This module provides a solid overview of public health department accreditation from the beginning to the end.

   Learning Objectives:
   - Describe the mission and purpose of PHAB;
   - Describe why accreditation is important;
   - List the benefits of accreditation;
   - Identify basic concepts of the accreditation process;
   - State the number of domains in the PHAB standards and measures.

   Runtime: 30 minutes

F. **Course Title:** Grant Writing and Budgeting for Public Health Programs
   Course ID# 1029853
   Competency:
   Tier One: Financial Planning and Management Skills

   Description:
   This presentation by Jennifer Horney, MPH, gives you an introduction to funding for public health in America since September 11, 2001 and gives an overview of grant writing as a way to secure funding for public health programs.

   Learning Objectives:
   - Describe the history of and the current environment for public health funding

- Define federal, state, and local government funding priorities and mechanisms, as well as private foundations and other potential funders
- Recognize the major content areas of a grant proposal and describe how they are developed, including budgets, work plans, technical approaches, and evaluation plans

Runtime: Approximately 25 minutes

VIII. Core Competency: Leadership and Systems Thinking

A. Course Title: Leadership and Systems Thinking Skills: What is Strategic Planning and How Do I Prepare?
Course ID#: 1050173
Competency:
Tier One: Leadership and Systems Thinking Skills

Description:
This course provides local health departments (LHDs) with guidance around preparing for, and implementing an agency strategic planning process. Separated into two modules, this course offers detailed guidance around the steps in a strategic planning process, practical LHD examples, a description of the Public Health Accreditation Board's strategic planning requirements, and a variety of resources.

Learning objectives:
- Describe the characteristics of a strategic plan
- Describe the components of a strategic planning process
- Conduct a readiness assessment to determine if an organization is ready to conduct a strategic planning process
- Identify people, experiences, information, and assets that can be used in a strategic planning process
- Identify who should be involved in a strategic planning process
- Access resources that will support a strategic planning process

Runtime: Approximately 30 minutes

B. Course Title: Barriers to Ethical Practice
Course ID# 1050173
Competency:
Tier One: Leadership and Systems Thinking Skills

Description:
This module provides an overview of factors in human nature and social environments that are relevant to unethical behaviors in public health.

This module, developed in partnership with the Program in Public Health Ethics at the UNC Gillings School of Global Public Health, is part of the "Public Health Ethics" training series developed to promote the ethical practice of public health by teaching about the ethical principles of public health and by providing resources for creating an ethical climate in public health agencies and schools of public health.

Learning objectives:
- Identify the facets of human nature and our social environment that are particularly relevant in leading to unethical behaviors in public health

Runtime: Approximately 25 minutes

C. **Course Title:** IS-240.B: Leadership and Influence
Course ID# 1052161
Competency:
Tier One: Leadership and Systems Thinking Skills
Tier Two: Leadership and Systems Thinking Skills
Tier Three: Leadership and Systems Thinking Skills

Description:
Being able to lead others—to motivate them and commit their energies and expertise to achieving the shared mission and goals of the emergency management system—is a necessary and vital part of every emergency manager's, planner's, and responder's job.

The goal of this course is to improve your leadership and influence skills. To that end, this course addresses: leadership from within, how to facilitate change, how to build and rebuild trust, use personal influence and political savvy, foster an environment for leadership development.

Learning objectives:
- Explain what leadership means for emergency personnel
- Explain why effective leadership begins with personal insight and development
- Identify your leadership capabilities and areas for personal development
- Describe a change management model and the process for planning, communicating, and implementing change
- Describe how to build and rebuild trust in an organization
- Use personal influence and develop political savvy to network and influence people effectively
- Develop strategies for creating a positive work environment that fosters leadership and a commitment to continuous improvement in others

Runtime: 120 up to 180 minutes

D. Course Title: Epidemiology for Preparedness
Course ID# 1030452
Competency:
Tier One: Leadership and Systems Thinking Skills, Public Health Sciences Skills, Analytical/Assessment Skills

Description:
The Epidemiology for Preparedness online module is designed to describe ways in which epidemiology is utilized in a variety of preparedness activities. The module will introduce participants to the basics of public health epidemiology and will describe ways that preparedness principles and command structures can be applied to everyday activities to help familiarize public health professionals with the incident command structure, and to provide examples of how epidemiologists may function during an emergency.

Prior to beginning the lesson you must complete the pre-test (short section of about 10 questions). Following the lesson, a post-test based on the learning objectives must be completed to receive credit for the lesson and to move on to any additional lessons within the Epidemiology Series.

Learning objectives:
- Describe different types of epidemiological studies
- Define the basic measures of association used to describe an event or exposure
- Describe what an Epi Curve is and how epidemiologists use them during an outbreak investigation
- List some of the main purposes and goals of surveillance
- Describe the four common types of surveillance systems in place in Arizona
- Describe the past and current uses of surveillance systems in Arizona
- Explain the general structure of an Incident Command System and how this system can be applied to the day-to-day operations of a Communicable Disease Division
- Describe some of the potential roles an Epidemiologist may play in different emergency scenarios

Runtime: Approximately 30 minutes

E. Course Title: What is Strategic Planning and How Do I Prepare?
Course ID# 1050173
Competency:
Tier One: Leadership and Systems Thinking
Tier Two: Leadership and Systems Thinking

Description:
This course provides local health departments (LHDs) with guidance around preparing for, and implementing an agency strategic planning process. Separated into two modules, this course offers detailed guidance around the steps in a strategic planning process, practical LHD examples, a description of the Public Health Accreditation Board's strategic planning requirements, and a variety of resources.

Learning Objectives:
- Describe the characteristics of a strategic plan
- Describe the components of a strategic planning process
- Conduct a readiness assessment to determine if an organization is ready to conduct a strategic planning process
- Identify people, experiences, information, and assets that can be used in a strategic planning process
- Identify who should be involved in a strategic planning process
- Access resources that will support a strategic planning process

Runtime: Approximately 26 minutes

F. **Course Title:** Decision-making in Public Health Ethics; Public Health Ethics, Module 6
Course ID# 1050901
Competency:
Tier One: Leadership and Systems Thinking Skills
Tier Two: Leadership and Systems Thinking Skills
Tier Three: Leadership and Systems Thinking Skills

Description:
This module describes decision-making in public health ethics including how to recognize ethical issues, follow fair procedures, and take steps to address an ethical issue.
This module, developed in partnership with the Program in Public Health Ethics at the UNC Gillings School of Global Public Health, is part of the "Public Health Ethics" training series developed to promote the ethical practice of public health by teaching about the ethical principles of public health and by providing resources for creating an ethical climate in public health agencies and schools of public health.

This training was developed with the support of the Southeast Public Health Training Center (Southeast PHTC), a funded project of the Bureau of Health Professions in the Health Resources and Services Administration (HRSA Cooperative Agreement 6UB6HP20182).

Learning Objectives:
- Describe how to recognize an ethical issue

- Describe the elements of a fair process
- Describe the steps of ethical decision-making in a group

Runtime: Approximately 35 minutes

G. **Course Title:** Performance Measurement
Course ID# 1046421
Competency:
Tier One: Leadership and Systems Thinking

Description:
Performance Measurement is one part of the Performance Management Series and provides a basic overview of Capacity, Process and Outcome Measures in developing an effective performance measurement process.

Learning Objectives:
- Define capacity, process and outcome measures
- Identify characteristics of a good performance measure
- Identify the role measures play toward achieving a larger public health standard

Runtime: Approximately 60 minutes

H. **Course Title:** Implementing and Sustaining Continuous Quality Improvement (CQI) in an Organization
Course ID# 1051154
Competency:
Tier One: Leadership Systems Thinking Skills

Description:
This course is designed for leaders and professionals who work in public health. The goal is to provide them with an awareness of quality improvement and how it can be used in public health to "work smarter, not harder."

Learning Objectives:
- Describe three common myths of CQI and the corresponding reality.
- Define continuous quality improvement and how it can be used to enhance organizational performance.
- Describe common characteristics of CQI.
- Describe the elements needed for an organization to successfully implement and sustain CQI activities.
- Discuss how to successfully incorporate CQI into an organization's culture.
- Identify examples of how CQI has been implemented in a local public health agency.

Runtime: Approximately 60 minutes

I. **Course Title:** Quality Improvement (QI) Team Development
Course ID#: 1046422
Competency:
Tier One: Leadership and Systems Thinking Skills

Description:
Quality Improvement Team Development is one part of the Performance Management Series. The work of a QI project is accomplished by a team of individuals, which is known as a QI Team. The purpose of the team is to design, manage, and monitor performance improvement activities to achieve the aim of the QI Project.

Learning Objectives:
1. Describe the importance of QI Teams
2. Describe how to choose effective members for a QI team
3. Define roles of QI team members
4. Describe stages of group development

Runtime: Approximately 120 minutes

Appendix 1: Course Review Sheet

Course Title: _____ Date Taken: _____

Instructor Name: _____ Date Developed: _____ Course # _____

Category/Standard*			Comments
Competencies addressed	**Score**		**Comments**
	Yes	No	
Analysis and assessment			
Policy Development/Program Planning			
Communication			
Cultural competency			
Community dimensions of practice			
Public health sciences			
Financial planning and management			
Leadership and systems thinking			
Tier(s) Audience	**Score**		
	Yes	No	
Support staff			
Public health professionals			
Supervisors and Managers			
Directors and Senior Leaders			
1) Course start-up	**Score**		**Comments**
A. Registration			
B. Technical support			
C. Course Navigation			
D. CEUs available and cost			
E. Look and feel (aesthetics)			
2) Instructional Assets	**Score**		**Comments**
A. Course Learning Objectives			
B. Module Learning Objectives			
C. Instructional Material/Content			
3) Assessment and Evaluation	**Score**		**Comments**
A. Assessment Measures			
B. Grading Policy			
Total Score			

* If a category/standard is not applicable to the course, mark N/A and do not score. If a category/standard is missing but should have been addressed, score as instructed below.

Category 1
Course start-up

QM - Standard 1 The overall design of the course is made clear to the student at the beginning of the course.
QM - Standard 6 The course navigation employed by the course ensures access to the instructional material and resources.

Standards	Baseline use (1 point)	Effective use (2 points)	Exemplary use (3 points)
A. Registration process is clear with instructions and enrollment is easy	No clear instructions available to register and/or registration process is confusing.	Clear instructions available to register for the course but registration process is long.	Clear instructions available to register for course and the registration process is quick.
B. The course instructions clearly describe how to obtain technical support offered through the institution's support system	There are no or limited instructions about the technical support available to student	There are adequate instructions about the technical support available to students	There are clearly written, visible instructions about the technical support available to students
C. Navigation throughout the entire online course is logical, consistent, and efficient.	The navigation of the course is not intuitive to the student.	The navigation of the course is logical and efficient.	The navigation of the course is intuitive, logical, consistent and efficient.
D. CEUs approved and at what cost, if any	CEUs are not available	CEUs are available but at a price	CEUs are available and at no cost.
E. Aesthetics of the course	Course does not utilize space in a way that is pleasing to the eye and more space is utilized for text rather than equally with graphics and media files	Course utilizes space adequately for content, graphics and media files	Course utilizes space very well for content, graphics and media files --

Category 2
Instructional Assets

QM - Standard 2 Learning objectives are clearly stated and explained. Learning objectives or outcomes assist students in focusing their effort in what they are to learn in the course. *QM - Standard 4* Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes and are prepared by qualified persons competent in their fields.

Standards	Baseline use (1 point)	Effective use (2 points)	Exemplary use (3 points)

A. The *overall course* learning objectives describe outcomes that are measurable.	*Course* learning objectives are missing, vague or incomplete and not measurable.	*Course* learning objectives are identified & measurable outcomes are implied.	*Course* learning objectives are identified and measurable outcomes are clearly defined.
B. The *module* learning objectives describe outcomes that are measurable and consistent with the course-	*Module* learning objectives are missing, vague or incomplete and not measurable.	*Module* learning objectives are identified and measurable outcomes are implied.	*Module* learning objectives are identified and measurable outcomes are clearly defined.
C. The instructional materials/content contribute to the achievement of the course and module learning objectives.	The course provides none or limited instructional material contributing to the achievement of the learning objectives.	The course provides adequate instructional material contributing to the achievement of the learning objectives.	The course provides multiple instructional materials (learners manual, videos etc) contributing to the achievement of the learning objectives.

Category 3
Assessment and Evaluation

QM – Standard 3 Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process.

Standards	Baseline use(1 point)	Effective use (2 points)	Exemplary use (3 points)
A. Assessments (quizzes/tests) measure the learning objectives and are consistent with course activities and resources.	There are no assessments or the assessments of the learning objectives are limited and not consistent with activities and resources.	The assessments of the learning objectives are adequate and align with activities and resources.	There are multiple assessments linked to the learning objectives, activities and resources.
B. The course grading policy is clearly stated and easy to understand.	The grading policy is unclear or is difficult to find in the course.	The grading policy explains how the course grades are computed, but it is difficult to find in the course.	The grading policy is clearly written, visible and fully explains how the course grades are computed.