REVIEW AND RATINGS OF SELECTED ONLINE COURSES FOR PUBLIC HEALTH PROFESSIONALS

Version III

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Arizona
Nevada
California
Hawai'i
Pacific Islands
WESTERN REGION
Public Health
Training Center

__Table of Contents__

The Western Region Public Health Training Center (WRPHTC)
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.

The Mission of WRPHTC
"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."

Purpose
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.

Course Selection
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.

Course Review
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

Table 1, organized by core public health competency, provides the name of each course evaluated, its TRAIN.org ID number, our assessment score, the tier level, and the page number in Section 2 of this guide that lists additional information on each course examined.

Table 2, organized by tier levels, provides the name of each course evaluated, its TRAIN.org ID number, our assessment score, the core public health competency, 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 in Table 1 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. Table 2 has only the course titles hyperlinked.

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.

Tier Level	Intended Audience
I	Continuing Public Health Professionals
II	Public Health Management and Supervisors
III	Public Health Directors

TABLE 1

Competency Addressed	Course Title	TRAIN Course ID #	Rating	Tier	Appendix Page #
1. Analysis and Assessment					
	Data Available to Public Health Professionals	#1026506	25/30	**I**	23
	Data Interpretation for Public Health Professionals	#1016807	26/30	**I**	23
	Environmental Justice	#1019121	27/30	**I**	24
	HAZMAT Awareness for First Responders	#1050815	24/30	**I**	25
	Public Health and YOU: Environmental Health	#1051489	26/30	**I**	26
	Public Health 101 Series- Introduction to Public Health Laboratories	#1059672	25/30	**I & II**	27
	Heartland Centers: Quality Improvement and a Balanced Score Card	#1025090	25/30	**I & II**	28

4

	Course	Number	Score	Tier	Page
	Community Toolbox Module 1: Assuring Engagement in Community Health Improvement Efforts	#1033673	25/30	**I** & **II**	29
	Heartland Centers: Quality Improvement Concepts	#1025091	24/30	**I** & **II**	29
	Public Health 101 Series- Introduction to Public Health Informatics	#1059676	23/30	**I** & **II**	30
	Public Health 101 Series- Introduction to Public Health	#1059661	23/30	**I** & **II**	31
	Heartland Centers: Quality Improvement Plans	#1025093	24/30	**I, II, III**	32
	Developing Evidence-Based Programs (WISH, Module 4)	#1050132	23/30	**I, II, III**	33
	Advanced Program Evaluation	#1040919	25/30	**I, II, III**	34
	What is Epidemiology in Public Health?	#1016592	26/30	**I**	35
	Critical Thinking	#1050577	23/30	**I**	35
	Quality Improvement for Public Health (using NIATx Improvement Processes)	#1043373	26/30	**I**	36
	Environmental Health Online: Land	#1010243	27/30	**I**	38
	Basic Infectious Disease Concepts in Epidemiology	#1016808	28/30	**I**	39
	Introduction to Public Health	#1010190	30/30	**I**	39
	Data Collection for Program Evaluation	#1020680	28/30	**I**	40
	Responding to Disasters: Mental Health Crisis Management	#1040826	28/30	**I** & **II**	41
	Volunteer Training: Stress Management	#1051623	29/30	**I**	42

		Moving Public Health Upstream to Reduce Health Inequities	#1060023	29/30	I, II, III	43
		Quality Improvement Series	#1045674	24/30	I & II	44
		Tools and Approaches to Optimizing Nutrition Education	#1061752	25/30	I, II, III	46
		Helping Hands for the Homeless: Information about Food Assistance Programs Dedicated to the Homeless	1064294	25/30	I	47
		Children's Food Insecurity in the Summer, Role of Clinicians and Health Providers in Connecting Children to the Summer Meal Programs	#1064435	24/30	II	48
		Strategies for Implementing Public Health Nutrition and Physical Activity Programs for Adults	#1064984	25/30	II	49
		Hawaii Elderly Evidence-Based Health Promotion Programs	#1065040	25/30	II	49
		Childhood Obesity Programs: Comparative Effectiveness of interventions	#1065089	25/30	II	50
		Best Practices in Nutrition Programs for Infants	#1065093	25/30	II	51
		Promoting Healthy Food Choices and Physical Activity in a Rural American Indian Community	#1065680	23/30	I	52
		Physical Activity and Obesity: How to Get Your Patient Moving	#1061175	23/30	II	53
		Adolescent Obesity- Prevention in the United States	#1065092	26/30	II	54
2.	Policy Development/ Program Planning					
		Promoting Policy and Systems Change to Expand Employment of Community Health Workers	#1052084	23/30	I	55
		Health Equity: A Public Health Essential	#1041931	29/30	I, II, III	56

6

	Legal Aspects of Public Health Food Safety	#1048259	26/30	**I**, **II**, **III**	57
	Feasibility Planning for Public Health Business Plans	#1030989	26/30	**II**	58
	Life Course Nutrition: Maternal and Child Health Strategies in Public Health	#1031313	23/30	**I** & **II**	58
	Logic Models and Outcome Measurement	#1021343	24/30	**I**	59
	Inclusive Just-In-Time Training	#1025087	26/30	**I** & **II**	60
	Eating Disorders: Identification and Management	#1059831	24/30	**I** & **II**	61
	Screening in Public Health Practice	#1016818	26/30	**II** & **III**	62
	Project Planning	#1060054	28/30	**II**	62
	Program Evaluation in Public Health	#1021345	28/30	**II**	63
	Environmental Public Health (EPH) Primer Overview	#1050175	25/30	**III**	64
	Introduction to Strategic Planning	#1041967	23/30	**II** & **III**	65
	Overdose Education and Naloxone Distribution to Prevent Fatal Opioid Overdoses	#1059505	24/30	**I** & **II**	66
	Best Practices in Program Planning for Local Obesity Prevention	#1064641	26/30	**II** & **III**	67
3. Communication					
	Public Health Essentials Online	#1051672	29/30	**I** & **II**	68
	Applying Performance Measurement to Policy Activities	#1043026	27/30	**I**	69
	Health Literacy for Public Health Professionals	#1057675	26/30	**I** & **II**	70

		Motivational Interviewing: Supporting Patients in Health Behavior Change	#1048804	26/30	**I**	71
		Improving Team Performance in a Public Health Response	#1053632	26/30	**I** & **II**	72
		Rethinking Energy Balance	#1057060	23/30	**II**	73
		Improving Access to Healthy Food Communities using Farmers' Markets	#1063745	24/30	**I**	74
4.	Cultural Competency					
		Introduction to Cultural Competency and Title VI	#1032904	29/30	**I**	75
		VDH: Cultural Diversity and Cultural Competency	#1054460	26/30	**I**	75
		Promoting Healthy Choices and Community Changes: An E-learning Program for Promotores de Salud	#1059120	26/30	**I**	76
		Orientation to Public Health	#1000614	26/30	**I**	77
		Effective Communication for Environmental Public Health	#1016866	28/30	**I** & **III**	78
		Determinants of Health and Health Disparities (Introduction to Public Health in North Carolina Training Series, Module 2)	#1057858	24/30	**I**, **II**, **III**	79
5.	Community Dimensions Practice					
		Affordable Care Act Training of Community Trainers: Online English Version	#1054675	28/30	**II**	80
		The Community Guide for Community Health Centers	#1051237	23/30	**I**, **II**, **III**	81
		Engaging Communities in Public Health Research, Practice and Policy	#1050058	27/30	**I** & **II**	82
		Public Health Policy and Advocacy	#1015166	28/30	**I**	83

8

	Public Health in North Carolina (Introduction to Public Health in North Carolina Training Series, Module 5)	#1057861	24/30	**I** & **II**	84
	Public Health Essentials Online	#1051672	29/30	**I** & **II**	84
	Improving Community Food Security through Community and School Gardens	#1065644	26/30	**I**	85
	Increasing Local Food in Hospitals and Clinics for Health and Nutrition	#1065646	27/30	**I**	86
6. Public Health Sciences					
	Mass Fatalities: Public Health Emergency Training Module	#1007956	25/30	**I**	87
	What is Public Health? (Introduction to Public Health in North Carolina Training Series, Module 1)	#1057857	26/30	**I** & **II**	88
	Anatomy and Physiology of an Outbreak Team (FOCUS, Volume 1.2)	#1029955	26/30	**I** & **II**	89
	Public Health Core Functions and Essential Services (Introduction to Public Health in North Carolina Training Series, Module 3)	#1057859	23/30	**I**	89
	Public Health Infrastructure (Introduction to Public Health in North Carolina Training Series, Module 4)	#1057860	25/30	**I**	90
	Public Health 101 Series- Introduction to Prevention Effectiveness	#1059675	25/30	**I** & **II**	91
	Physical Activity and Obesity: How to Get Your Patient Moving	#1061175	23/30	**II**	92
	The Treatment of Pediatric and Adolescent Obesity	#1061174	24/30	**II**	93
	Adult Obesity: Diagnostic and Treatment Approaches	#1061998	23/30	**II**	93

7. Financial Planning and Management					
	Introduction to Cost Effectiveness	#1055156	27/30	II & III	94
	Law and Ethics in Public Health (Public health Ethics, Module 4)	#1050892	26/30	I & II	95
	Introduction to Management in Public Health	#1019168	28/30	I	96
	Grant Writing and Budgeting for Public Health Programs	#1029853	26/30	I	97
	Calculating Life Expectancy	#1055200	25/30	II & III	97
8. Leadership and Systems Thinking					
	Barriers to Ethical Practice of Public Health	#1050903	26/30	I, II, III	98
	Decision-Making in Public Health Ethics (Public Health Ethics, Module 6)	#1050901	23/30	I, II, III	99
	Performance Measurement	#1046421	25/30	I	100
	Implementing and Sustaining Continuous Quality Improvement (CQI) in an Organization	#1051154	24/30	I	101
	Quality Improvement (QI) Team Development	#1046422	26/30	I	102
	Community Toolbox Module 8: Assuring Collaboration During Implementation	#1034996	26/30	I, II, III	103

TABLE 2

Tier Level	Course Title	TRAIN Course ID #	Rating	Competency Addressed	Appendix Page #
Tier **I**					
	Data Available to Public Health Professionals	#1026506	25/30	Analysis and Assessment	105
	Data Interpretation for Public Health Professionals	#1016807	26/30	Analysis and Assessment	105
	Environmental Justice	#1019121	27/30	Analysis and Assessment	106
	HAZMAT Awareness for First Responders	#1050815	24/30	Analysis and Assessment	107
	Public Health and YOU: Environmental Health	#1051489	26/30	Analysis and Assessment	108
	Public Health 101 Series- Introduction to Public Health Laboratories	#1059672	25/30	Analysis and Assessment	109
	Heartland Centers: Quality Improvement and a Balanced Score Card	#1025090	25/30	Analysis and Assessment	110
	Community Toolbox Module 1: Assuring Engagement in Community Health Improvement Efforts	#1033673	25/30	Analysis and Assessment	111
	Heartland Centers: Quality Improvement Concepts	#1025091	24/30	Analysis and Assessment	111
	Public Health 101 Series- Introduction to Public Health Informatics	#1059676	23/30	Analysis and Assessment	112
	Public Health 101 Series- Introduction to Public Health	#1059661	23/30	Analysis and Assessment	113

	Heartland Centers: Quality Improvement Plans	#1025093	24/30	Analysis and Assessment	114
	Developing Evidence-Based Programs (WISH, Module 4)	#1050132	23/30	Analysis and Assessment	115
	Advanced Program Evaluation	#1040919	25/30	Analysis and Assessment	116
	What is Epidemiology in Public Health?	#1016592	26/30	Analysis and Assessment	117
	Critical Thinking	#1050577	23/30	Analysis and Assessment	117
	Quality Improvement for Public Health (using NIATx Improvement Processes)	#1043373	26/30	Analysis and Assessment	118
	Environmental Health Online: Land	#1010243	27/30	Analysis and Assessment	120
	Basic Infectious Disease Concepts in Epidemiology	#1016808	28/30	Analysis and Assessment	121
	Introduction to Public Health	#1010190	30/30	Analysis and Assessment	121
	Data Collection for Program Evaluation	#1020680	28/30	Analysis and Assessment	122
	Responding to Disasters: Mental Health Crisis Management	#1040826	28/30	Analysis and Assessment	123
	Volunteer Training: Stress Management	#1051623	29/30	Analysis and Assessment	124
	Moving Public Health Upstream to Reduce Health Inequities	#1060023	29/30	Analysis and Assessment	125
	Quality Improvement Series	#1045674	24/30	Analysis and Assessment	126
	Tools and Approaches to Optimizing Nutrition Education	#1061752	25/30	Analysis and Assessment	127
	Helping Hands for the Homeless: Information about Food Assistance Programs Dedicated to the Homeless	1064294	25/30	Analysis and Assessment	128

	Promoting Healthy Food Choices and Physical Activity in a Rural American Indian Community	#1065680	23/30	Analysis and Assessment	129
	Promoting Policy and Systems Change to Expand Employment of Community Health Workers	#1052084	23/30	Policy Development/ Program Planning	130
	Health Equity: A Public Health Essential	#1041931	29/30	Policy Development/ Program Planning	131
	Legal Aspects of Public Health Food Safety	#1048259	26/30	Policy Development/ Program Planning	132
	Life Course Nutrition: Maternal and Child Health Strategies in Public Health	#1031313	23/30	Policy Development/ Program Planning	133
	Logic Models and Outcome Measurement	#1021343	24/30	Policy Development/ Program Planning	134
	Inclusive Just-In-Time Training	#1025087	26/30	Policy Development/ Program Planning	135
	Eating Disorders: Identification and Management	#1059831	24/30	Policy Development/ Program Planning	135
	Overdose Education and Naloxone Distribution to Prevent Fatal Opioid Overdoses	#1059505	24/30	Policy Development/ Program Planning	136
	Public Health Essentials Online	#1051672	29/30	Communication	137
	Applying Performance Measurement to Policy Activities	#1043026	27/30	Communication	138
	Health Literacy for Public Health Professionals	#1057675	26/30	Communication	139
	Motivational Interviewing: Supporting Patients in Health Behavior Change	#1048804	26/30	Communication	140
	Improving Team Performance in a Public Health Response	#1053632	26/30	Communication	141

Improving Access to Healthy Food Communities using Farmers' Markets	#1063745	24/30	Communication	142
Introduction to Cultural Competency and Title VI	#1032904	29/30	Cultural Competency	143
VDH: Cultural Diversity and Cultural Competency	#1054460	26/30	Cultural Competency	144
Promoting Healthy Choices and Community Changes: An E-learning Program for Promotores de Salud	#1059120	26/30	Cultural Competency	144
Orientation to Public Health	#1000614	26/30	Cultural Competency	145
Effective Communication for Environmental Public Health	#1016866	28/30	Cultural Competency	146
Determinants of Health and Health Disparities (Introduction to Public Health in North Carolina Training Series, Module 2)	#1057858	24/30	Cultural Competency	147
The Community Guide for Community Health Centers	#1051237	23/30	Community Dimensions Practice	148
Engaging Communities in Public Health Research, Practice and Policy	#1050058	27/30	Community Dimensions Practice	149
Public Health Policy and Advocacy	#1015166	28/30	Community Dimensions Practice	150
Public Health in North Carolina (Introduction to Public Health in North Carolina Training Series, Module 5)	#1057861	24/30	Community Dimensions Practice	150
Public Health Essentials Online	#1051672	29/30	Community Dimensions Practice	151
Improving Community Food Security through Community and School Gardens	#1065644	26/30	Community Dimensions Practice	152
Increasing Local Food in Hospitals and Clinics for Health and Nutrition	#1065646	27/30	Community Dimensions Practice	153

	Mass Fatalities: Public Health Emergency Training Module	#1007956	25/30	Public Health Sciences	154
	What is Public Health? (Introduction to Public Health in North Carolina Training Series, Module 1)	#1057857	26/30	Public Health Sciences	155
	Anatomy and Physiology of an Outbreak Team (FOCUS, Volume 1.2)	#1029955	26/30	Public Health Sciences	155
	Public Health Core Functions and Essential Services (Introduction to Public Health in North Carolina Training Series, Module 3)	#1057859	23/30	Public Health Sciences	156
	Public Health Infrastructure (Introduction to Public Health in North Carolina Training Series, Module 4)	#1057860	25/30	Public Health Sciences	157
	Public Health 101 Series- Introduction to Prevention Effectiveness	#1059675	25/30	Public Health Sciences	157
	Law and Ethics in Public Health (Public health Ethics, Module 4)	#1050892	26/30	Financial Planning and Management	158
	Introduction to Management in Public Health	#1019168	28/30	Financial Planning and Management	159
	Grant Writing and Budgeting for Public Health Programs	#1029853	26/30	Financial Planning and Management	160
	Barriers to Ethical Practice of Public Health	#1050903	26/30	Leadership and Systems Thinking	161
	Decision-Making in Public Health Ethics (Public Health Ethics, Module 6)	#1050901	23/30	Leadership and Systems Thinking	162
	Performance Measurement	#1046421	25/30	Leadership and Systems Thinking	163
	Implementing and Sustaining Continuous Quality Improvement (CQI) in an Organization	#1051154	24/30	Leadership and Systems Thinking	163

	Quality Improvement (QI) Team Development	#1046422	26/30	Leadership and Systems Thinking	164
	Community Toolbox Module 8: Assuring Collaboration During Implementation	#1034996	26/30	Leadership and Systems Thinking	165
Tier **II**					
	Public Health 101 Series- Introduction to Public Health Laboratories	#1059672	25/30	Analysis and Assessment	166
	Heartland Centers: Quality Improvement and a Balanced Score Card	#1025090	25/30	Analysis and Assessment	167
	Community Toolbox Module 1: Assuring Engagement in Community Health Improvement Efforts	#1033673	25/30	Analysis and Assessment	167
	Heartland Centers: Quality Improvement Concepts	#1025091	24/30	Analysis and Assessment	168
	Public Health 101 Series- Introduction to Public Health Informatics	#1059676	23/30	Analysis and Assessment	169
	Public Health 101 Series- Introduction to Public Health	#1059661	23/30	Analysis and Assessment	170
	Heartland Centers: Quality Improvement Plans	#1025093	24/30	Analysis and Assessment	171
	Developing Evidence-Based Programs (WISH, Module 4)	#1050132	23/30	Analysis and Assessment	171
	Advanced Program Evaluation	#1040919	25/30	Analysis and Assessment	172
	Responding to Disasters: Mental Health Crisis Management	#1040826	28/30	Analysis and Assessment	173
	Moving Public Health Upstream to Reduce Health Inequities	#1060023	29/30	Analysis and Assessment	175

[Quality Improvement Series](#)	#1045674	24/30	Analysis and Assessment	176
[Tools and Approaches to Optimizing Nutrition Education](#)	#1061752	25/30	Analysis and Assessment	177
[Children's Food Insecurity in the Summer, Role of Clinicians and Health Providers in Connecting Children to the Summer Meal Programs](#)	#1064435	24/30	Analysis and Assessment	178
[Strategies for Implementing Public Health Nutrition and Physical Activity Programs for Adults](#)	#1064984	25/30	Analysis and Assessment	179
[Hawaii Elderly Evidence-Based Health Promotion Programs](#)	#1065040	25/30	Analysis and Assessment	180
[Childhood Obesity Programs: Comparative Effectiveness of interventions](#)	#1065089	25/30	Analysis and Assessment	181
[Best Practices in Nutrition Programs for Infants](#)	#1065093	25/30	Analysis and Assessment	182
[Physical Activity and Obesity: How to Get Your Patient Moving](#)	#1061175	23/30	Analysis and Assessment	182
[Adolescent Obesity- Prevention in the United States](#)	#1065092	26/30	Analysis and Assessment	183
[Health Equity: A Public Health Essential](#)	#1041931	29/30	Policy Development/ Program Planning	184
[Legal Aspects of Public Health Food Safety](#)	#1048259	26/30	Policy Development/ Program Planning	185
[Feasibility Planning for Public Health Business Plans](#)	#1030989	26/30	Policy Development/ Program Planning	186
[Life Course Nutrition: Maternal and Child Health Strategies in Public Health](#)	#1031313	23/30	Policy Development/ Program Planning	187
[Inclusive Just-In-Time Training](#)	#1025087	26/30	Policy Development/ Program Planning	188

	Eating Disorders: Identification and Management	#1059831	24/30	Policy Development/ Program Planning	188
	Screening in Public Health Practice	#1016818	26/30	Policy Development/ Program Planning	189
	Project Planning	#1060054	28/30	Policy Development/ Program Planning	190
	Program Evaluation in Public Health	#1021345	28/30	Policy Development/ Program Planning	191
	Introduction to Strategic Planning	#1041967	23/30	Policy Development/ Program Planning	192
	Overdose Education and Naloxone Distribution to Prevent Fatal Opioid Overdoses	#1059505	24/30	Policy Development/ Program Planning	193
	Best Practices in Program Planning for Local Obesity Prevention	#1064641	26/30	Policy Development/ Program Planning	193
	Public Health Essentials Online	#1051672	29/30	Communication	194
	Health Literacy for Public Health Professionals	#1057675	26/30	Communication	195
	Improving Team Performance in a Public Health Response	#1053632	26/30	Communication	196
	Rethinking Energy Balance	#1057060	23/30	Communication	197
	Determinants of Health and Health Disparities (Introduction to Public Health in North Carolina Training Series, Module 2)	#1057858	24/30	Cultural Competency	198
	Affordable Care Act Training of Community Trainers: Online English Version	#1054675	28/30	Community Dimensions Practice	199
	The Community Guide for Community Health Centers	#1051237	23/30	Community Dimensions Practice	200

	[Engaging Communities in Public Health Research, Practice and Policy](#)	#1050058	27/30	Community Dimensions Practice	201
	[Public Health in North Carolina (Introduction to Public Health in North Carolina Training Series, Module 5)](#)	#1057861	24/30	Community Dimensions Practice	202
	[Public Health Essentials Online](#)	#1051672	29/30	Community Dimensions Practice	203
	[What is Public Health? (Introduction to Public Health in North Carolina Training Series, Module 1)](#)	#1057857	26/30	Public Health Sciences	204
	[Anatomy and Physiology of an Outbreak Team (FOCUS, Volume 1.2)](#)	#1029955	26/30	Public Health Sciences	204
	[Public Health 101 Series- Introduction to Prevention Effectiveness](#)	#1059675	25/30	Public Health Sciences	205
	[Physical Activity and Obesity: How to Get Your Patient Moving](#)	#1061175	23/30	Public Health Sciences	206
	[The Treatment of Pediatric and Adolescent Obesity](#)	#1061174	24/30	Public Health Sciences	207
	[Adult Obesity: Diagnostic and Treatment Approaches](#)	#1061998	23/30	Public Health Sciences	208
	[Introduction to Cost Effectiveness](#)	#1055156	27/30	Financial Planning and Management	208
	[Law and Ethics in Public Health (Public health Ethics, Module 4)](#)	#1050892	26/30	Financial Planning and Management	209
	[Calculating Life Expectancy](#)	#1055200	25/30	Financial Planning and Management	210
	[Barriers to Ethical Practice of Public Health](#)	#1050903	26/30	Leadership and Systems Thinking	211
	[Decision-Making in Public Health Ethics (Public Health Ethics, Module 6)](#)	#1050901	23/30	Leadership and Systems Thinking	212

	Community Toolbox Module 8: Assuring Collaboration During Implementation	#1034996	26/30	Leadership and Systems Thinking	213
Tier III					
	Heartland Centers: Quality Improvement Plans	#1025093	24/30	Analysis and Assessment	214
	Developing Evidence-Based Programs (WISH, Module 4)	#1050132	23/30	Analysis and Assessment	215
	Advanced Program Evaluation	#1040919	25/30	Analysis and Assessment	216
	Moving Public Health Upstream to Reduce Health Inequities	#1060023	29/30	Analysis and Assessment	217
	Tools and Approaches to Optimizing Nutrition Education	#1061752	25/30	Analysis and Assessment	218
	Health Equity: A Public Health Essential	#1041931	29/30	Policy Development/ Program Planning	219
	Legal Aspects of Public Health Food Safety	#1048259	26/30	Policy Development/ Program Planning	220
	Screening in Public Health Practice	#1016818	26/30	Policy Development/ Program Planning	221
	Environmental Public Health (EPH) Primer Overview	#1050175	25/30	Policy Development/ Program Planning	222
	Introduction to Strategic Planning	#1041967	23/30	Policy Development/ Program Planning	223
	Best Practices in Program Planning for Local Obesity Prevention	#1064641	26/30	Policy Development/ Program Planning	224
	Effective Communication for Environmental Public Health	#1016866	28/30	Cultural Competency	224
	Determinants of Health and Health Disparities (Introduction to Public Health in North Carolina Training Series, Module 2)	#1057858	24/30	Cultural Competency	225

	[The Community Guide for Community Health Centers](#)	#1051237	23/30	Community Dimensions Practice	226
	[Introduction to Cost Effectiveness](#)	#1055156	27/30	Financial Planning and Management	228
	[Calculating Life Expectancy](#)	#1055200	25/30	Financial Planning and Management	228
	[Barriers to Ethical Practice of Public Health](#)	#1050903	26/30	Leadership and Systems Thinking	229
	[Decision-Making in Public Health Ethics (Public Health Ethics, Module 6)](#)	#1050901	23/30	Leadership and Systems Thinking	230
	[Community Toolbox Module 8: Assuring Collaboration During Implementation](#)	#1034996	26/30	Leadership and Systems Thinking	231

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 course's learning objectives and runtime.

I.   Core Competency: Analysis and Assessment

A. Course Title: Data Available to Public Health Professionals
Course ID# 1026506
Tier: I
 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 45-60 minutes

B. Course Title: Data Interpretation for Public Health Professionals
Course ID# 1016807
Tier: I
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

C. Course Title: Environmental Justice
Course ID# 1019121
Tier: I
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:

- Describe the model of modern environmental health
- Describe inequalities related to environmental health issues
- Define NIMBY and its relationship to environmental justice
- Identify the era when the environmental justice movement began

Runtime: Approximately 60 minutes

D. Course Title: HAZMAT Awareness for First Responders
Course ID# 1050815
Tier: I
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

E. **Course Title:** Public Health and YOU: Environmental Health
   Course ID# 1051489
   Tier: I
   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:
   What environmental health specialists want to know is how environmental factor influence disease. 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

F. **Course Title:** Public Health 101 Series – Introduction to Public Health Laboratories
Course ID# 1059672
Tier: I & II
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:
Public health laboratories focus on diseases and the health status of population groups. They perform limited diagnostic testing, reference testing, and disease surveillance. They also provide emergency response support, perform applied research, and provide training for laboratory personnel. 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

G. Course Title: Heartland Centers: Quality Improvement and a Balanced Score Card
Course ID# 1025090
Tier: I & II
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

H. Course Title: Community Toolbox Module 1: Assuring Engagement in Community Health Improvements Efforts
   Course ID# 1033673
   Tier: I & **II**
   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

I. Course Title: Heartland Centers: Quality Improvement Concepts
   Course ID# 1025091
   Tier: I & **II**
   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

J. **Course Title:** Public Health 101 Series – Introduction to Public Health Informatics
Course ID# 1059676
Tier: I & **II**
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

K. **Course Title:** Public Health 101 Series – Introduction to Public Health
Course ID# 1059661
Tier: I & II
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

L. Course Title: Heartland Centers: Quality Improvement Plans
Course ID# 1025093
Tier: I, II, III
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
Tier Three: 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

M. Course Title: Developing Evidence-Based Programs (WISH, Module 4)
  Course ID# 1050132
  Tier: I, II, III
  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 offered by the UNC Gillings School of Global Public Health 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 the NCIPH Training Website.
  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.

  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

N. Course Title: Advanced Program Evaluation
   Course ID# 1040919
   Tier: I, II, III
   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

O. Course Title: What is Epidemiology in Public Health?
    Course ID# 1016592
    Tier: I
    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

P. Course Title: Critical Thinking
    Course ID# 1050577
    Tier: I
    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

Q. Course Title: Quality Improvement for Public Health (using NIATx Improvement Processes)
Course ID#: 1043373
Tier: I
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

R. Course Title: Environmental Health Online: Land
   Course ID#: 1010243
   Tier: I
   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

S. Course Title: Basic Infectious Disease Concepts in Epidemiology
Course ID# 1016808
Tier: I
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

T. Course Title: Introduction to Public Health
Course ID# 1010190
Tier: I
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

U. **Course Title:** Data Collection for Program Evaluation
Course ID# 1020680
Tier: I
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

V. Course Title: Responding to Disasters: Mental Health Crisis Management
Course ID# 1040826
Tier: I & **II**
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

W. Course Title: Volunteer Training: Stress Management
   Course ID# 1051623
   Tier: I
   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

X. Course Title: Moving Public Health Upstream to Reduce Health Inequities
Course ID# 1060023
Tier: I, II, III
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:

- 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: Not listed

Y. **Course Title:** Quality Improvement Series
   Course ID# 1045674
   Tier: I & **II**
   Competency:
   Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Leadership and Systems Thinking Skills
   Tier Two: Analytical/Assessment Skills

Description:
The Western Region Public Health Training Center has created this course combining the episodes of its quality improvement series.

This quality improvement series focuses on different quality improvement topics and uses short instructional videos to illustrate strategies organizations can use as quality improvement measures. Each video is a stand-alone topic that blends with the other topics as an instructional series.

Topics within the series include:
- Affinity Diagrams,
- Brain Writing,
- Fishbone Diagrams,
- Histograms,
- Pareto Chart,
- Workplace Refocus,
- Radar Charts,
- Scatter Diagrams,
- Force Field Analysis,
- Prioritization Matrices,
- Run Chart.

Learning Objectives:
- Identify various tools that may be used to compare data within your organization.
- Differentiate between various tools for identifying problems, organizing ideas, and presenting data that can be used in program planning.
- Describe ways in which you can prevent fatigue in the workplace.

Runtime: Not listed.

Z. **Course Title:** Tools and Approaches to Optimizing Nutrition Education
Course ID# 1061752
Tier: I, II, III
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, Public Health Sciences Skills, Leadership and Systems Thinking Skills
Tier Three: Analytical/Assessment Skills, Public Health Sciences Skills, Leadership and Systems Thinking Skills

Description:
This training will inform nutrition educators about the most effective approaches to nutrition education based on current literature, in order to develop the skills and plans necessary to implement these approaches. There are nutrition education tools and approaches available to public health professionals that can be used to improve the nutrition of families. The video will demonstrate some of those tools and approaches and provide examples of agencies already operating to provide effective nutrition education

Learning Objectives:
- Learn strategies to make nutrition education more meaningful and effective in their communities.
- Identify and compare WIC nutrition education techniques.
- Identify the most effective educational approaches based on research findings.
- Describe recommendations for nutrition education.

Runtime: Approximately 35 minutes

AA. Course Title: Helping Hands for the Homeless: Information about Food Assistance Programs Dedicated to the Homeless
Course ID# 1064294
Tier: I
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Community Dimensions of Practice Skills

Description:
Provides an overview of homelessness and food insecurity, discussing the benefits and barriers associated with creating a food program for the homeless. Various food programs in the United States are highlighted as examples, and resources for starting food programs for the homeless are provided.

Learning Objectives:
- Identify the correct definition of homelessness
- List some of the most prominent causes of homelessness
- Describe the link between homelessness and food insecurity
- Summarize the possible benefits of creating a food program for the homeless
- Explain the barriers that are associated with creating a food program for the homeless
- Compare and contrast varying examples of food programs for the homeless that are well established within Southern Arizona as well as on a national level

Runtime: Approximately 30 minutes

BB. Course Title: Children's Food Insecurity in the Summer, Role of Clinicians and Health Providers in Connecting Children to the Summer Meal Programs
Course ID# 1064435
Tier: II
Competency:
Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Cultural Competency, Community Dimensions of Practice Skills, Leadership and Systems Thinking Skills

Description:
This webinar will highlight how clinicians and other healthcare providers who care for vulnerable children can play a role in addressing hunger in the summer months. Presenters will discuss food insecurity and describe how to connect children to resources such as the USDA's Summer Meals Program and HRSA's Community Health Center network. Additionally, participants will learn how a community health center can serve as a place where children access meals during the summer months and also be connected to important health and social services.

Learning Objectives:
- Explain how food insecurity impacts children and vulnerable families.
- Describe the purpose of the USDA Summer Meals Program.
- Identify how children can be connected to sites that serve meals.
- Describe the role clinicians and healthcare providers play in connecting children to summer meals.
- Discuss the role community health centers can play in providing summer meals to children in need.

Runtime: Approximately 1 hour 20 minutes

CC. Course Title: Strategies for Implementing Public Health Nutrition and Physical Activity Programs for Adults
Course ID# 1064984
Tier: II
Competency:
Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skill, Cultural Competency Skills, Community Dimensions of Practice Skills, Leadership and Systems Thinking Skills

Description:
The course highlights two case examples of best practices in nutrition and physical activity programs for adults. The programs will be reviewed compared based on their strengths, challenges, future needs, and areas for potential growth. Additionally, resources will be made available.

Learning Objectives:
- Identify ways to incorporate nutrition education into a food aid program
- Determine ways within a program to provide additional connections for underserved populations
- Examine the use of marketing and technology in nutrition and physical activity programs appropriate for the target population
- Apply aspects of two "best practices" examples to your current program or program planning

Runtime: Approximately 30 minutes

DD. Course Title: Hawaii Elderly Evidence-Based Health Promotion Programs
Course ID# 1065040
Tier: II
Competency:
Tier Two: Analytical/Assessment Skills, Cultural Competency Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills

Description:
To implement best practices for public health nutrition and physical activities interventions for elders through activity interventions. This training will take you through two evidence-based health promotion programs that have been successfully implemented in Hawaii. The successes and challenges of the two programs will be presented, giving you ideas for the successful implementation in your own community.

Learning Objectives:
- Review two evidence based programs being integrated through statewide Hawaii initiative.
- Discuss the development of Hawaii Healthy Aging Partnership and its activities.
- Distinguish Hawaii Healthy Aging Partnership successes and challenges for better use by other partners.

Runtime: Approximately 30 minutes

EE. Course Title: Childhood Obesity Programs: Comparative Effectiveness of interventions
Course ID# 1065089
Tier: II
Competency:
Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Cultural Competency Skills, Community Dimensions of Practice Skills, Leadership and Systems Thinking Skills

Description:
The overall aim of this presentation is to allow the public health practitioner to choose those prevention methods and settings specific to Childhood Obesity Prevention which are most appropriate to their target audience using evidence-based methods.

Learning Objectives:

- Summarize the rising prevalence of childhood obesity, particularly among at-risk populations, such as ethnic and minority groups.
- Identify the various factors that result in childhood obesity, with an emphasis on environmental factors.
- Describe why from a public health standpoint the major goal is prevention as opposed to treatment of childhood obesity.
- Examine which settings are most effective for childhood obesity prevention programs, and apply this knowledge critically to your specific target population given their needs and resources.
- Discuss why a settings-based approach which uses multiple settings is more effective than a single settings approach.
- Explain the benefits of using evidence-based approaches to obesity prevention in children.

Runtime: Approximately 45 minutes

FF. **Course Title:** Best Practices in Nutrition Programs for Infants
Course ID# 1065093
Tier: II
Competency:
Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Leadership and Systems Thinking Skills

Description:
This training discusses current breastfeeding rates in the US, and ways to promote increased breastfeeding rates. Specifically, two programs will be highlighted that support women's breastfeeding goals: Baby Friendly Hospitals, and Workplace Policies and Support, including "Babies at Work" programs.

Learning Objectives:
- Evaluate strategies for implementing successful maternal and infant programs that will promote exclusive breastfeeding
- Propose workplace policies that can support breastfeeding
- Identify assets and resources available to support the implementation of a baby friendly hospital or a workplace breastfeeding policy

Runtime: Approximately 35 minutes

GG. Course Title: Promoting Healthy Food Choices and Physical Activity in a Rural American Indian Community
Course ID# 1065680
Tier: I
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills. Cultural Competency Skills, Community Dimensions of Practice Skills

Description:
Few programs have recognized and integrated distinctive characteristics of many AIAN communities, specifically the value placed on shared identity, group cohesion and collective resilience. This presentation will share strategies implemented in one American Indian community that strive to make healthy food choices and physical activity a community responsibility, not individual challenge.

Learning Objectives:
- Explain why approaches to individual health behavior change are misaligned with AIAN values
- Identify 2-3 examples of strategies designed to change food behaviors in families and communities.
- Explain how using cultural assets can contribute to the relevance and sustainability of nutrition interventions.

Runtime: Approximately 1 hour

HH. Course Title: Physical Activity and Obesity: How to Get Your Patient Moving
Course ID# 1061175
Tier: II
Competency:
Tier Two: Analytical/ Assessment Skills, Communication Skills, Community Dimensions of Practice Skills, Public Health Sciences 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:
- Identify the 3 levels of Physical Activity Guidelines that affect Patients with obesity.
- Define NEAT and describe the difference and impact of moving from sedentary to light activity.
- List the Exercise Rx Top Ten.

Runtime: Not listed

II. **Course Title:** Adolescent Obesity- Prevention in the United States
Course ID# 1065092
Tier: II
Competency:
Tier Two: Analytical/Assessment Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Leadership and Systems Thinking Skills

Description:
Preventing adolescent obesity is essential to bettering the overall health in the nation. This training will discuss adolescent obesity in the US and highlight 3 programs that have been successfully implemented specifically for the prevention of adolescent obesity.

Learning Objectives:
- Discuss the short- and long-term consequences of adolescent obesity
- Describe the prevalence of overweight and obesity in U.S. adolescents
- Understand the need for adolescent obesity-prevention programs
- Explain characteristics of effective interventions to prevent overweight and obesity in adolescents.

Runtime: Approximately 30 minutes

II. Core Competency: Policy Development / Program Planning

A. Course Title: Promoting Policy and Systems Change to Expand Employment of Community Health Workers (CHWs)
Course ID# 1052084
Tier: I
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

B. Course Title: Health Equity: A Public Health Essential
Course ID# 1041931
Tier: I, II, III
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

C. Course Title: Legal Aspects of Public Health Food Safety
Course ID# 1048259
Tier: I, II, III
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, who's 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: Feasibility Planning for Public Health Business Plans
   Course ID# 1030989
   Tier: II
   Competency:
   Tier Two: 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: Life Course Nutrition: Maternal and Child Health Strategies in Public Health
   Course ID# 1031313
   Tier: I & II
   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

F. **Course Title:** Logic Models and Outcome Measurement
   Course ID# 1021343
   Tier: I
   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: Inclusive Just-In-Time Training
Course ID# 1025087
Tier: I & **II**
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

H. **Course Title:** Eating Disorders: Identification and Management
   Course ID# 1059831
   Tier: I & II
   Competency:
   Tier One: Policy Development/Program Planning Skills
   Tier Two: Policy Development/Program Planning Skills

Description:
This training consists of a presentation given by Katie Stout, MBA, Executive Director of the Center for Hope of the Sierras in Reno, NV. After the presentation you will be asked to complete a role play exercise where you provide information based on the material covered in the presentation.

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

Runtime: 60 minutes

I. **Course Title:** Screening in Public Health Practice
   Course ID#: 1016818
   Tier: II & III
   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

J. **Course Title:** Project Planning
   Course ID# 1060054
   Tier: II
   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

K. **Course Title:** Program Evaluation in Public Health
Course ID# 1021345
Tier: II
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

L. **Course Title:** Environmental Public Health (EPH) Primer Overview
   Course ID# 1050175
   Tier: III
   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:
- Highlight the core environmental public health services offered by local health departments
- Describe emerging challenges and opportunities in environmental public health
- Identify strategies for aligning environmental public health efforts with other program and initiatives in the user's jurisdiction
- Identify tools and resources to improve environmental public health practice

Runtime: 8 minutes

M. **Course Title:** Introduction to Strategic Planning
   Course ID# 1041967
   Tier: II & III
   Competency:
   Tier Two: Policy Development/ Program Planning Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills
   Tier Three: Policy Development/ Program Planning Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills

   Description:
   This module provides an introduction to strategic planning. It includes: 1) an overview of terminology,2) a background about the benefits and uses of strategic planning, 3) and a description of a methodology for conducting planning in simple contexts. It concludes with examples of strategic plans from public health and other agencies

   Learning Objectives:
   - Define planning, strategy, and strategic planning
   - Outline why strategic planning is done, as well as the benefits of strategic planning
   - Distinguish between simple, complicated, and complex situations in strategic planning

- Describe two strategic planning processes:
  - Bryson's 10-Step Model
  - Lynch's Prescriptive Model
- Consider several practical examples of strategic planning

Runtime: 1 hour

N. **Course Title:** Overdose Education and Naloxone Distribution to Prevent Fatal Opioid Overdoses
Course ID# 1059505
Tier: I & II
Competency:
Tier One: Policy Development/Program Planning Skills
Tier Two: Policy Development/Program Planning Skills

Description:
This training consists of a presentation given by Karla D. Wagner, Ph.D, assistant professor at the University of Nevada, Reno School of Community Health Sciences. After the presentation you will be asked to complete a role play exercise where you provide information based on the material covered in the presentation.

Learning Objectives:
- Describe basic trends in opioid overdose death rates at the national and local level.
- Identify factors that elevate patients'/clients' risk for opioid overdose.
- Understand how overdose education/naloxone distribution programs impact health outcomes.
- Develop a preliminary plan for integrating overdose education into existing services.

Runtime: 1 hour

O. Course Title: Best Practices in Program Planning for Local Obesity Prevention
Course ID# 1064641
Tier: II & III
Competency:
Tier Two: Policy Development/Program Planning Skills, Financial Planning Management Skills
Tier Three: Policy Development/ Program Planning Skills

Description:
Evaluators from the Arizona Supplemental Nutrition Assistance Program - Education Arm (SNAP-Ed) provide an overview of their program planning process, specifically as related to re-evaluating and defining the focus of their obesity prevention initiative. This course presents examples of conducting a root cause analysis, developing a logic model, and utilizing the Socio-Ecological Model throughout the process of program planning and evaluation.

Learning Objectives:
- Employ appropriate methods to engage your priority users in program planning for obesity prevention.
- Prepare to create or revise a program logic model that is informed by root-cause analysis and evidence-based theory.
- Appraise your obesity-prevention program's current stage of development as it relates to best-practice planning.

Runtime: Approximately 45 minutes

III. Core Competency: Communication

A. Course Title: Public Health Essential Online
Course ID# 1051672
Tier: I & II
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
   Tier: I
   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: Health Literacy for Public Health Professionals
Course ID# 1057675
Tier: I & II
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

D. Course Title: Motivational Interviewing: Supporting Patients in Health Behavior Change
Course ID# 1048804
Tier: I
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

E. Course Title: Improving Team Performance in a Public Health Response
   Course ID# 1053632
   Tier: I & II
   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

72

- 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

F. **Course Title:** Rethinking Energy Balance: Applying Science to Practice
   Course ID# 1057060
   Tier: II
   Competency:
   Tier Two: Communication Skills, Public Health Sciences Skills

   Description:
   This presentation and discussion on dynamic energy balance, an important new perspective on what metabolic changes occur during weight loss and how these changes have to be taken into account as part of a weight loss program.

Learning Objectives:

- Define and explain static vs. dynamic energy balance.
- Explain to a client why people lose weight differently on the same diet and exercise program
- Identify diet and exercise practices that may help management of weight using the dynamic energy balance principles.

Runtime: Approximately 60 minutes

G. **Course Title:** Improving Access to Healthy Food for Communities using Farmers' Markets
Course ID# 1063745
Tier: I
Competency:
Tier One: Communication Skills, Cultural Competency Skills, Community Dimensions of Practice Skills, Leadership and Systems Thinking Skills

Description:
Become familiar with a variety of food programs that can be used at Farmers' Markets while learning the benefits of Farmers' Markets and ways to promote Farmers' Markets within your community.

Learning Objectives:

- Identify food programs that can be used at Farmers' Markets
- Describe the benefits of Farmers' Markets
- Examine ways to promote Farmers' Markets within your community

Runtime: Approximately 30 minutes

IV. Core Competency: Cultural Competency

A. **Course Title:** Introduction to Cultural Competency and Title VI
   Course ID# 1032904
   Tier: I
   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:** VDH Cultural Diversity and Cultural Competency
   Course ID# 1054460
   Tier: I
   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

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

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

D. **Course Title:** Orientation to Public Health
Course ID# 1000614
Tier: **I**
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.
- o Part One introduces the mission and six obligations of public health.
- o 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

Learning Objectives:
Not Listed

Runtime: Approximately 60 minutes

E. Course Title: Effective Communication for Environmental Public Health
Course ID# 1016866
Tier: I & III
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

F. Course Title: Determinants of Health and Health Disparities (Introduction to Public Health in North Carolina Training Series, Module 2)
Course ID# 1057858
Tier: I, II, III
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
   Tier: II
   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 assist 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
Tier: I, II, III
 Competency:
Tier One: Policy Development/Program Planning Skills, Community Dimensions of Practice Skills
Tier Two: Community Dimensions of Practice Skills
Tier Three: Community Dimensions of Practice Skills

Description:
The Public Health Foundation (PHF), in partnership with the National Association of Community Health Centers (NACHC) and the Centers for Disease Control and Prevention (CDC), conducted a 60-minute webinar "The Community Guide for Community Health Centers" in May 2014. The archive of this webinar is now available through TRAIN.

Partnerships between primary care and public health depend upon shared goals, evidence-based interventions, and effective communication. The Guide to Community Preventive Services, or "The Community Guide," is a web-based resource that includes recommendations on evidence-based options to improve community health. 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
Tier: I & II
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:** Public Health Policy and Advocacy
Course ID# 1015166
Tier: I
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

E. Course Title: Public Health in North Carolina; Introduction to Public Health in North Carolina Training Series, Module 5
Course ID# 1057861
Tier: I & II
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

F. Course Title: Public Health Essentials Online
Course ID# 1051672
Tier: I & II
Competency:
Tier One: Communications Skills, Cultural Competency Skills, Community Dimensions of Practice Skills
Tier Two: Cultural Competency Skills, Community Dimensions of Practice Skills

Description:
The Arizona Public Health Training Center is proud to offer the online version of our face-to-face course Public Health Essentials In Action. 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

G. **Course Title:** Improving Community Food Security through Community and School Gardens
Course ID# 1065644
Tier: I
Competency:
Tier One: Community Dimensions of Practice Skills, Financial Planning and Management Skills

Description:
A food system consists of the entire process from which food moves from farm to fork. This includes the production of food such as growing and harvesting, processing the food to increase its value, and packaging raw and processed food. This training is designed to provide knowledge and tools needed to improve community food security using community and school gardens.

Learning Objectives:
- To identify the benefits of local food systems, including community and school gardens specifically, to public health, the environment, and the economy.
- To identify key indicators for data collection to evaluate the impact of community and school gardens.
- To explain the process for gaining School Garden Certification
- To explain the role of comprehensive plans & zoning regulations in establishing community and school gardens

Runtime: Approximately 50 minutes

H. **Course Title:** Increasing Local Food in Hospitals and Clinics for Health and Nutrition
Course ID# 1065646
Tier: I
Competency:
Tier One: Community Dimensions of Practice Skills

Description:
Health care institutions have the potential to play an influential role in creating a healthier food system. Hospitals have large food service budgets, reach a large population, and are trusted authorities on health issues, created for the purpose of preserving wellness. This course is designed to provide knowledge and tools needed to increase the use of healthy, local food in healthcare facilities.

Learning Objectives:

- To understand the policies that direct health care facilities' involvement in community health initiatives and local food systems.
- To identify positive food safety practices for produce farms that are potential suppliers for farm-to-institution initiatives.
- To identify strategies for local food procurement for farm-to-hospital initiatives.
- To identify strategies maximizing the access of low-income community members to local produce sold in farmers' markets on hospital campuses.

Runtime: Approximately 50 minutes

VI. Core Competency: Public Health Sciences

A. **Course Title:** Mass Fatalities: Public Health Emergency Training Module
Course ID# 1007956
Tier: I
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:
- Define mass fatalities incident
- Describe five operational sites of a mass fatalities response
- Explain the role of the Medical Examiner in a mass fatalities incident
- Identify strategic planning issues in developing a mass fatalities incident response plan

Runtime: Approximately 20 to 40 minutes

B. Course Title: What is Public Health? (Introduction to Public Health in North Carolina Training Series, Module 1)
Course ID# 1057857
Tier: I & **II**
Competency:
Tier One: Public Health Sciences Skills
Tier Two: Public Health Sciences Skills

Description:
This training, offered by the UNC Gillings School of Global Public Health, provides a basic introduction to the field of public health. It is one of six trainings included in the Introduction of to Public Health in North Carolina training series.

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

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

Description:
The FOCUS issues describe 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

D. Course Title: Public Health Core Functions and Essential Services (Introduction To Public Health in North Carolina Training Series, Module 3)
Course ID# 1057859
Tier: I
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 discipline

Runtime: Approximately 15 minutes

E. **Course Title:** Public Health Infrastructure (Introduction to Public Health in North Carolina Training Series, Module 4)
Course ID# 1057860
Tier: I
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

F. Course Title: Public Health 101 Series – Introduction to Prevention Effectiveness
Course ID# 1059675
Tier: I & II
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

G. Course Title: Physical Activity and Obesity: How to Get Your Patient Moving
Course ID# 1061175
Tier: II
Competency:
Tier Two: Analytical/ Assessment Skills, Communication Skills, Community Dimensions of Practice Skills, Public Health Sciences 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:
- Identify the 3 levels of Physical Activity Guidelines that affect Patients with obesity.
- Define NEAT and describe the difference and impact of moving from sedentary to light activity.
- List the Exercise Rx Top Ten.

Runtime: Not listed

H. Course Title: The Treatment of Pediatric and Adolescent Obesity
   Course ID# 1061174
   Tier: II
   Competency:
   Tier Two: Analytical/ Assessment Skills, Communication Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Leadership and Systems Thinking Skills

   Description:
   In this presentation, we will briefly review the history of the childhood obesity epidemic and contributing factors. The elements of a successful pediatric practice will be discussed, including measurements, dietary considerations, behavioral modification, exercise and medications. We will conclude with a couple of case studies and closing thoughts on how true progress can be made on a national scale.

   Learning Objectives:
   - To understand major contributing factors to the childhood obesity epidemic.
   - Learn how to appropriately measure % BMI and determine intervention based on that reading.
   - Understand behavioral techniques, nutritional modalities, and family-focused interventions that have been proven successful in treating childhood and adolescent obesity.
   - Establish a comfort level with medication that have been studied and utilized safely and effectively.

   Runtime: Not listed

I. Course Title: Adult Obesity: Diagnostic and Treatment Approaches
   Course ID# 1061998
   Tier: II
   Competency:
   Tier Two: Public Health Sciences Skills, Leadership and Systems Thinking Skills

Description:
This presentation provides an overview of approaches to diagnosis of adult obesity using BMI, waist circumference, and body composition and assessment of obesity and associated health consequences of obesity. It reviews the three major approaches to nutrition therapy in obesity treatment and the role of behavioral therapy, and pharmacotherapy. Patient cases are used to review and summarize evidence-based approaches to the treatment of adult obesity.

Learning Objectives:
- Describe approaches to the diagnosis and assessment of adult obesity
- Describe three major approaches to nutrition therapy for obesity
- Describe the role of behavioral therapy in obesity treatment
- List four medications approved for treatment of adult obesity

Runtime: Approximately 60 minutes

VII. Core Competency: Financial Planning and Management

A. **Course Title:** Introduction to Cost Effectiveness
   Course ID#: 1055156
   Tier: II & III
   Competency:
   Tier Two: Financial Planning and Management Skills
   Tier Three: 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.

Learning Objectives:
- Provide learners with the tools to effectively train users on calculating return of investment topics specific to cost effectiveness**.**

Runtime: Approximately 50 minutes

B. **Course Title:** Law and Ethics in Public Health (Public Health Ethics, Module 4)
   Course ID#: 1050892
   Tier: I & II
   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

C. **Course Title:** Introduction to Management in Public Health
Course ID# 1019168
Tier: I
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

Runtime: Approximately 60 minutes

D. Course Title: Grant Writing and Budgeting for Public Health Programs
Course ID# 1029853
Tier: I
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

E. Course Title: Calculating Life Expectancy
Course ID# 1055200
Tier: II & III
Competency:
Tier Two: Financial Planning and Management Skills
Tier Three: Financial Planning and Management Skills

Description:
Introduction To Cost Effectiveness Course Topics:
- Hand-Calculating Years Gained
- Calculating Life Years Lost Using Markov Model
- Markov Model Graph Introduction

Learning Objectives:
- Provide learners with the tools to effectively train users on calculating return of investment topics specifics to calculating life expectancy

Runtime: 50 minutes

VIII. Core Competency: Leadership and Systems Thinking

A. **Course Title:** Barriers to Ethical Practice of Public Health (Public Health Ethics, Module 7)
Course ID# 1050903
Tier: I, II, III
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 offered by the UNC Gillings School of Global Public Health 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

B. **Course Title:** Decision-making in Public Health Ethics (Public Health Ethics, Module 6)
Course ID# 1050901
Tier: I, II, III
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 offered by the UNC Gillings School of Global Public Health 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.

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

C. **Course Title:** Performance Measurement
Course ID# 1046421
Tier: I
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

D. Course Title: Implementing and Sustaining Continuous Quality Improvement (CQI) in an Organization
   Course ID# 1051154
   Tier: I
   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

E. Course Title: Quality Improvement (QI) Team Development
   Course ID#: 1046422
   Tier: I
   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

F. Course Title: Community Toolbox Module 8: Assuring Collaboration During Implementation
Course ID# 1034996
Tier: I, II, III
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
Tier Three: 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

SECTION 3

This section, organized by tier levels, 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 course's learning objectives and runtime.

Tier **I** Courses

A. **Course Title:** Data Available to Public Health Professionals
   Course ID# 1026506
   Tier: I
   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 45-60 minutes

B. **Course Title:** Data Interpretation for Public Health Professionals
   Course ID# 1016807
   Tier: I
   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

C. **Course Title:** Environmental Justice
Course ID# 1019121
Tier: I
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:
- Describe the model of modern environmental health
- Describe inequalities related to environmental health issues
- Define NIMBY and its relationship to environmental justice
- Identify the era when the environmental justice movement began

Runtime: Approximately 60 minutes

D. **Course Title:** HAZMAT Awareness for First Responders
   Course ID# 1050815
   Tier: I
   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:

3. To protect both themselves and others from exposure to the hazardous material
4. 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

E. **Course Title:** Public Health and YOU: Environmental Health
   Course ID# 1051489
   Tier: I
   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:
   What environmental health specialists want to know is how environmental factor influence disease. 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

F. **Course Title:** Public Health 101 Series – Introduction to Public Health Laboratories
Course ID# 1059672
Tier: I & II
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:
Public health laboratories focus on diseases and the health status of population groups. They perform limited diagnostic testing, reference testing, and disease surveillance. They also provide emergency response support, perform applied research, and provide training for laboratory personnel. 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

G. **Course Title:** Heartland Centers: Quality Improvement and a Balanced Score Card
   Course ID# 1025090
   Tier: I & II
   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

H. Course Title: Community Toolbox Module 1: Assuring engagement in Community Health Improvements Efforts
 Course ID# 1033673
 Tier: **I** & **II**
 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

I. Course Title: Heartland Centers: Quality Improvement Concepts
 Course ID# 1025091
 Tier: **I** & **II**
 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

J. **Course Title:** Public Health 101 Series – Introduction to Public Health Informatics
   Course ID# 1059676
   Tier: I & **II**
   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

K. Course Title: Public Health 101 Series – Introduction to Public Health
Course ID# 1059661
Tier: I & II
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

L. **Course Title:** Heartland Centers: Quality Improvement Plans
   Course ID# 1025093
   Tier: I, II, III
   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
   Tier Three: 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

M. Course Title: Developing Evidence-Based Programs (WISH, Module 4)
Course ID# 1050132
Tier: I, II, III
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 offered by the UNC Gillings School of Global Public Health 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 the NCIPH Training Website.
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.

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

N. Course Title: Advanced Program Evaluation
Course ID# 1040919
Tier: I, II, III
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

O. **Course Title:** What is Epidemiology in Public Health?
Course ID# 1016592
Tier: I
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

P. **Course Title:** Critical Thinking
Course ID# 1050577
Tier: I
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

Q. **Course Title:** Quality Improvement for Public Health (using NIATx Improvement Processes)
Course ID#: 1043373
Tier: I
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

R. Course Title: Environmental Health Online: Land
Course ID#: 1010243
Tier: I
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:
4. Analyze the evidence linking solid and hazardous waste with adverse human health effects.
5. Define types of waste (i.e., hazardous waste).
6. Identify community strategies for the control of solid and hazardous waste.

Runtime: Approximately 60 minutes

S. Course Title: Basic Infectious Disease Concepts in Epidemiology
   Course ID# 1016808
   Tier: I
   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

T. Course Title: Introduction to Public Health
   Course ID# 1010190
   Tier: I
   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

U. **Course Title:** Data Collection for Program Evaluation
Course ID# 1020680
Tier: I
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

V. **Course Title:** Responding to Disasters: Mental Health Crisis Management
   Course ID# 1040826
   Tier: I & II
   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

W. Course Title: Volunteer Training: Stress Management
Course ID# 1051623
Tier: I
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

X. Course Title: Moving Public Health Upstream to Reduce Health Inequities
Course ID# 1060023
Tier: I, II, III
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:

- 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: Not listed

Y. **Course Title:** Quality Improvement Series
Course ID# 1045674
Tier: I & II
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Leadership and Systems Thinking Skills
Tier Two: Analytical/Assessment Skills

Description:
The Western Region Public Health Training Center has created this course combining the episodes of its quality improvement series.

This quality improvement series focuses on different quality improvement topics and uses short instructional videos to illustrate strategies organizations can use as quality improvement measures. Each video is a stand-alone topic that blends with the other topics as an instructional series.
Topics within the series include:

- Affinity Diagrams,
- Brain Writing,

- Fishbone Diagrams,
- Histograms,
- Pareto Chart,
- Workplace Refocus,
- Radar Charts,
- Scatter Diagrams,
- Force Field Analysis,
- Prioritization Matrices,
- Run Chart.

Learning Objectives:
- Identify various tools that may be used to compare data within your organization.
- Differentiate between various tools for identifying problems, organizing ideas, and presenting data that can be used in program planning.
- Describe ways in which you can prevent fatigue in the workplace.

Runtime: Not listed.

Z. **Course Title:** Tools and Approaches to Optimizing Nutrition Education
   Course ID# 1061752
   Tier: I, II, III
   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, Public Health Sciences Skills, Leadership and Systems Thinking Skills
   Tier Three: Analytical/Assessment Skills, Public Health Sciences Skills, Leadership and Systems Thinking Skills

Description:

This training will inform nutrition educators about the most effective approaches to nutrition education based on current literature, in order to develop the skills and plans necessary to implement these approaches. There are nutrition education tools and approaches available to public health professionals that can be used to improve the nutrition of families. The video will demonstrate some of those tools and approaches and provide examples of agencies already operating to provide effective nutrition education

Learning Objectives:
- Learn strategies to make nutrition education more meaningful and effective in their communities.
- Identify and compare WIC nutrition education techniques.
- Identify the most effective educational approaches based on research findings.
- Describe recommendations for nutrition education.

Runtime: Approximately 35 minutes

AA. **Course Title:** Helping Hands for the Homeless: Information about Food Assistance Programs Dedicated to the Homeless
Course ID# 1064294
Tier: I
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Community Dimensions of Practice Skills

Description:
Provides an overview of homelessness and food insecurity, discussing the benefits and barriers associated with creating a food program for the homeless. Various food programs in the United States are highlighted as examples, and resources for starting food programs for the homeless are provided.

Learning Objectives:

- Identify the correct definition of homelessness
- List some of the most prominent causes of homelessness
- Describe the link between homelessness and food insecurity
- Summarize the possible benefits of creating a food program for the homeless
- Explain the barriers that are associated with creating a food program for the homeless
- Compare and contrast varying examples of food programs for the homeless that are well established within Southern Arizona as well as on a national level

Runtime: Approximately 30 minutes

BB. Course Title: Promoting Healthy Food Choices and Physical Activity in a Rural American Indian Community
Course ID# 1065680
Tier: I
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills. Cultural Competency Skills, Community Dimensions of Practice Skills

Description:
Few programs have recognized and integrated distinctive characteristics of many AIAN communities, specifically the value placed on shared identity, group cohesion and collective resilience. This presentation will share strategies implemented in one American Indian community that strive to make healthy food choices and physical activity a community responsibility, not individual challenge.

Learning Objectives:
- Explain why approaches to individual health behavior change are misaligned with AIAN values
- Identify 2-3 examples of strategies designed to change food behaviors in families and communities.
- Explain how using cultural assets can contribute to the relevance and sustainability of nutrition interventions.

Runtime: Approximately 1 hour

CC. **Course Title:** Promoting Policy and Systems Change to Expand Employment ofCommunity Health Workers (CHWs)
Course ID# 1052084
Tier: I
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

DD. Course Title: Health Equity: A Public Health Essential
Course ID# 1041931
Tier: I, II, III
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

EE. Course Title: Legal Aspects of Public Health Food Safety
Course ID# 1048259
Tier: I, II, III
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, who's 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

FF. Course Title: Life Course Nutrition: Maternal and Child Health Strategies in Public Health
Course ID# 1031313
Tier: I & II
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

GG. Course Title: Logic Models and Outcome Measurement
Course ID# 1021343
Tier: I
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

HH. Course Title: Inclusive Just-In-Time Training
Course ID# 1025087
Tier: I & II
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

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

Description:
This training consists of a presentation given by Katie Stout, MBA, Executive Director of the Center for Hope of the Sierras in Reno, NV. After the presentation you will be asked to complete a role play exercise where you provide information based on the material covered in the presentation.

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

Runtime: 60 minutes

JJ. **Course Title:** Overdose Education and Naloxone Distribution to Prevent Fatal Opioid Overdoses
Course ID# 1059505
Tier: I & II
Competency:
Tier One: Policy Development/Program Planning Skills
Tier Two: Policy Development/Program Planning Skills

Description:
This training consists of a presentation given by Karla D. Wagner, Ph.D, assistant professor at the University of Nevada, Reno School of Community Health Sciences. After the presentation you will be asked to complete a role play exercise where you provide information based on the material covered in the presentation.

Learning Objectives:
- Describe basic trends in opioid overdose death rates at the national and local level.
- Identify factors that elevate patients'/clients' risk for opioid overdose.

- Understand how overdose education/naloxone distribution programs impact health outcomes.
- Develop a preliminary plan for integrating overdose education into existing services.

Runtime: 1 hour

KK. **Course Title:** Public Health Essential Online
Course ID# 1051672
Tier: I & II
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

137

Runtime: Approximately 45 minutes

LL. Course Title: Applying Performance Measurement to Policy Activities
   Course ID# 1043026
   Tier: I
   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

MM. Course Title: Health Literacy for Public Health Professionals
Course ID# 1057675
Tier: I & II
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

NN. Course Title: Motivational Interviewing: Supporting Patients in Health Behavior Change
Course ID# 1048804
Tier: I
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

OO. Course Title: Improving Team Performance in a Public Health Response
Course ID# 1053632
Tier: I & II
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

PP. Course Title: Improving Access to Healthy Food for Communities using Farmers' Markets
Course ID# 1063745
Tier: I
Competency:
Tier One: Communication Skills, Cultural Competency Skills, Community Dimensions of Practice Skills, Leadership and Systems Thinking Skills

Description:
Become familiar with a variety of food programs that can be used at Farmers' Markets while learning the benefits of Farmers' Markets and ways to promote Farmers' Markets within your community.

Learning Objectives:
- Identify food programs that can be used at Farmers' Markets
- Describe the benefits of Farmers' Markets
- Examine ways to promote Farmers' Markets within your community

Runtime: Approximately 30 minutes

QQ. **Course Title:** Introduction to Cultural Competency and Title VI
Course ID# 1032904
Tier: I
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

RR. Course Title: VDH Cultural Diversity and Cultural Competency
Course ID# 1054460
Tier: I
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

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

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

TT. **Course Title:** Orientation to Public Health
Course ID# 1000614
Tier: I
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.
  o Part One introduces the mission and six obligations of public health.
  o 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

Learning Objectives:
Not Listed

Runtime: Approximately 60 minutes

UU. Course Title: Effective Communication for Environmental Public Health
Course ID# 1016866
Tier: I & III
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 audience

- 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

VV. **Course Title:** Determinants of Health and Health Disparities; Introduction to Public Health in North Carolina Training Series, Module 2
Course ID# 1057858
Tier: I, II, III
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

WW.Course Title: The Community Guide for Community Health Centers
   Course ID# 1051237
   Tier: I, II, III
   Competency:
   Tier One: Policy Development/Program Planning Skills, Community Dimensions of Practice Skills
   Tier Two: Community Dimensions of Practice Skills
   Tier Three: Community Dimensions of Practice Skills

   Description:
   The Public Health Foundation (PHF), in partnership with the National Association of Community Health Centers (NACHC) and the Centers for Disease Control and Prevention (CDC), conducted a 60-minute webinar "The Community Guide for Community Health Centers" in May 2014. The archive of this webinar is now available through TRAIN.

   Partnerships between primary care and public health depend upon shared goals, evidence-based interventions, and effective communication. The Guide to Community Preventive Services, or "The Community Guide," is a web-based resource that includes recommendations on evidence-based options to improve community health. 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

XX. **Course Title:** Engaging Communities in Public Health Research, Practice and Policy
Course ID# 1050058
Tier: I & II
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

YY. **Course Title:** Public Health Policy and Advocacy
Course ID# 1015166
Tier: **I**
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

ZZ. **Course Title:** Public Health in North Carolina (Introduction to Public Health in North Carolina Training Series, Module 5)
Course ID# 1057861
Tier: **I** & **II**
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

AAA. **Course Title:** Public Health Essentials Online
Course ID# 1051672
Tier: I & **II**
Competency:
Tier One: Communications Skills, Cultural Competency Skills, Community Dimensions of Practice Skills
Tier Two: Cultural Competency Skills, Community Dimensions of Practice Skills

Description:
The Arizona Public Health Training Center is proud to offer the online version of our face-to-face course Public Health Essentials In Action. 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

BBB. **Course Title:** Improving Community Food Security through Community and School Gardens
Course ID# 1065644
Tier: I
Competency:
Tier One: Community Dimensions of Practice Skills, Financial Planning and Management Skills

Description:
A food system consists of the entire process from which food moves from farm to fork. This includes the production of food such as growing and harvesting, processing the food to increase its value, and packaging raw and processed food. This training is designed to provide knowledge and tools needed to improve community food security using community and school gardens.

Learning Objectives:

- To identify the benefits of local food systems, including community and school gardens specifically, to public health, the environment, and the economy.
- To identify key indicators for data collection to evaluate the impact of community and school gardens.
- To explain the process for gaining School Garden Certification
- To explain the role of comprehensive plans & zoning regulations in establishing community and school gardens

Runtime: Approximately 50 minutes

CCC. **Course Title:** Increasing Local Food in Hospitals and Clinics for Health and Nutrition
   Course ID# 1065646
   Tier: I
   Competency:
   Tier One: Community Dimensions of Practice Skills

Description:
Health care institutions have the potential to play an influential role in creating a healthier food system. Hospitals have large food service budgets, reach a large population, and are trusted authorities on health issues, created for the purpose of preserving wellness. This course is designed to provide knowledge and tools needed to increase the use of healthy, local food in healthcare facilities.

Learning Objectives:

- To understand the policies that direct health care facilities' involvement in community health initiatives and local food systems.
- To identify positive food safety practices for produce farms that are potential suppliers for farm-to-institution initiatives.

- To identify strategies for local food procurement for farm-to-hospital initiatives.
- To identify strategies maximizing the access of low-income community members to local produce sold in farmers' markets on hospital campuses.

Runtime: Approximately 50 minutes

DDD. **Course Title:** Mass Fatalities: Public Health Emergency Training Module
Course ID# 1007956
Tier: **I**
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:
- Define mass fatalities incident
- Describe five operational sites of a mass fatalities response
- Explain the role of the Medical Examiner in a mass fatalities incident
- Identify strategic planning issues in developing a mass fatalities incident response plan

Runtime: Approximately 20 to 40 minutes

EEE. **Course Title:** What is Public Health? (Introduction to Public Health in North Carolina Training Series, Module 1)
Course ID# 1057857
Tier: I & II
Competency:
Tier One: Public Health Sciences Skills
Tier Two: Public Health Sciences Skills

Description:
This training, offered by the UNC Gillings School of Global Public Health, provides a basic introduction to the field of public health. It is one of six trainings included in the Introduction of to Public Health in North Carolina training series.

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

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

Description:
The FOCUS issues describe 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

GGG. Course Title: Public Health Core Functions and Essential Services (Introduction To Public Health in North Carolina Training Series, Module 3)
Course ID# 1057859
Tier: I
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 discipline

Runtime: Approximately 15 minutes

HHH. **Course Title:** Public Health Infrastructure (Introduction to Public Health in North Carolina Training Series, Module 4)
Course ID# 1057860
Tier: **I**
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

III. **Course Title:** Public Health 101 Series – Introduction to Prevention Effectiveness
Course ID# 1059675
Tier: **I** & **II**
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

JJJ. **Course Title:** Law and Ethics in Public Health (Public Health Ethics, Module 4)
Course ID#: 1050892
Tier: I & II
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

158

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

KKK. **Course Title:** Introduction to Management in Public Health
Course ID# 1019168
Tier: I
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

Runtime: Approximately 60 minutes

LLL. **Course Title:** Grant Writing and Budgeting for Public Health Programs
Course ID# 1029853
Tier: **I**
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

MMM. Course Title: Barriers to Ethical Practice of Public Health (Public Health Ethics, Module 7)

Course ID# 1050903

Tier: I, II, III

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 offered by the UNC Gillings School of Global Public Health 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

NNN. Course Title: Decision-making in Public Health Ethics (Public Health Ethics, Module 6)
Course ID# 1050901
Tier: I, II, III
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 offered by the UNC Gillings School of Global Public Health 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.

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

OOO. Course Title: Performance Measurement
Course ID# 1046421
Tier: I
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

PPP. Course Title: Implementing and Sustaining Continuous Quality Improvement (CQI) in an Organization
Course ID# 1051154
Tier: I
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

QQQ. Course Title: Quality Improvement (QI) Team Development
Course ID#: 1046422
Tier: I
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:

5. Describe the importance of QI Teams
6. Describe how to choose effective members for a QI team
7. Define roles of QI team members
8. Describe stages of group development

Runtime: Approximately 120 minutes

RRR. Course Title: Community Toolbox Module 8: Assuring Collaboration During Implementation
Course ID# 1034996
Tier: I, II, III
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
Tier Three: 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

Tier II Courses

A. Course Title: Public Health 101 Series – Introduction to Public Health Laboratories
   Course ID# 1059672
   Tier: I, II
   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:
   Public health laboratories focus on diseases and the health status of population groups. They perform limited diagnostic testing, reference testing, and disease surveillance. They also provide emergency response support, perform applied research, and provide training for laboratory personnel. 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

B. Course Title: Heartland Centers: Quality Improvement and a Balanced Score Card
Course ID# 1025090
Tier: I & II
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

C. Course Title: Community Toolbox Module 1: Assuring engagement in Community Health Improvements Efforts
Course ID# 1033673
Tier: I & II
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

D. Course Title: Heartland Centers: Quality Improvement Concepts

Course ID# 1025091

Tier: I & II

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

E. Course Title: Public Health 101 Series – Introduction to Public Health Informatics
Course ID# 1059676
Tier: I & **II**
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

F. Course Title: Public Health 101 Series – Introduction to Public Health
   Course ID# 1059661
   Tier: I & **II**
   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

170

G. Course Title: Heartland Centers: Quality Improvement Plans
    Course ID# 1025093
    Tier: I, II, III
    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
Tier Three: 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

H. Course Title: Developing Evidence-Based Programs (WISH, Module 4)
    Course ID# 1050132
    Tier: I, II, III
    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 offered by the UNC Gillings School of Global Public Health 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 the NCIPH Training Website.

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.

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

I. **Course Title:** Advanced Program Evaluation
Course ID# 1040919
Tier: I, II, III
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

J. Course Title: Responding to Disasters: Mental Health Crisis Management
Course ID# 1040826
Tier: I & II
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

K. **Course Title:** Moving Public Health Upstream to Reduce Health Inequities
Course ID# 1060023
Tier: I, II, III
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:

- 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: Not listed

L. Course Title: Quality Improvement Series
Course ID# 1045674
Tier: I & **II**
Competency:
Tier One: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Leadership and Systems Thinking Skills
Tier Two: Analytical/Assessment Skills

Description:
The Western Region Public Health Training Center has created this course combining the episodes of its quality improvement series.

This quality improvement series focuses on different quality improvement topics and uses short instructional videos to illustrate strategies organizations can use as quality improvement measures. Each video is a stand-alone topic that blends with the other topics as an instructional series.
Topics within the series include:

- Affinity Diagrams,
- Brain Writing,

- Fishbone Diagrams,
- Histograms,
- Pareto Chart,
- Workplace Refocus,
- Radar Charts,
- Scatter Diagrams,
- Force Field Analysis,
- Prioritization Matrices,
- Run Chart.

Learning Objectives:
- Identify various tools that may be used to compare data within your organization.
- Differentiate between various tools for identifying problems, organizing ideas, and presenting data that can be used in program planning.
- Describe ways in which you can prevent fatigue in the workplace.

Runtime: Not listed.

M. Course Title: Tools and Approaches to Optimizing Nutrition Education
Course ID# 1061752
Tier: I, II, III
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, Public Health Sciences Skills, Leadership and Systems Thinking Skills
Tier Three: Analytical/Assessment Skills, Public Health Sciences Skills, Leadership and Systems Thinking Skills

Description:
This training will inform nutrition educators about the most effective approaches to nutrition education based on current literature, in order to develop the skills and plans necessary to implement these approaches. There are nutrition education tools and approaches available to public health professionals that can be used to improve the nutrition of families. The video will demonstrate some of those tools and approaches and provide examples of agencies already operating to provide effective nutrition education

Learning Objectives:
- Learn strategies to make nutrition education more meaningful and effective in their communities.
- Identify and compare WIC nutrition education techniques.
- Identify the most effective educational approaches based on research findings.
- Describe recommendations for nutrition education.

Runtime: Approximately 35 minutes

N. **Course Title:** Children's Food Insecurity in the Summer, Role of Clinicians and Health Providers in Connecting Children to the Summer Meal Programs
Course ID# 1064435
Tier: II
Competency:
Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Cultural Competency, Community Dimensions of Practice Skills, Leadership and Systems Thinking Skills

Description:
This webinar will highlight how clinicians and other healthcare providers who care for vulnerable children can play a role in addressing hunger in the summer months. Presenters will discuss food insecurity and describe how to connect children to resources such as the USDA's Summer Meals Program and HRSA's Community Health Center network. Additionally,

participants will learn how a community health center can serve as a place where children access meals during the summer months and also be connected to important health and social services.

Learning Objectives:
- Explain how food insecurity impacts children and vulnerable families.
- Describe the purpose of the USDA Summer Meals Program.
- Identify how children can be connected to sites that serve meals.
- Describe the role clinicians and healthcare providers play in connecting children to summer meals.
- Discuss the role community health centers can play in providing summer meals to children in need.

Runtime: Approximately 1 hour 20 minutes

O. Course Title: Strategies for Implementing Public Health Nutrition and Physical Activity Programs for Adults
Course ID# 1064984
Tier: II
Competency:
Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skill, Cultural Competency Skills, Community Dimensions of Practice Skills, Leadership and Systems Thinking Skills

Description:
The course highlights two case examples of best practices in nutrition and physical activity programs for adults. The programs will be reviewed compared based on their strengths, challenges, future needs, and areas for potential growth. Additionally, resources will be made available.

Learning Objectives:
- Identify ways to incorporate nutrition education into a food aid program
- Determine ways within a program to provide additional connections for underserved populations

- Examine the use of marketing and technology in nutrition and physical activity programs appropriate for the target population
- Apply aspects of two "best practices" examples to your current program or program planning

Runtime: Approximately 30 minutes

P. **Course Title:** Hawaii Elderly Evidence-Based Health Promotion Programs
Course ID# 1065040
Tier: II
Competency:
Tier Two: Analytical/Assessment Skills, Cultural Competency Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills

Description:
To implement best practices for public health nutrition and physical activities interventions for elders through activity interventions. This training will take you through two evidence-based health promotion programs that have been successfully implemented in Hawaii. The successes and challenges of the two programs will be presented, giving you ideas for the successful implementation in your own community.

Learning Objectives:
- Review two evidence based programs being integrated through statewide Hawaii initiative.
- Discuss the development of Hawaii Healthy Aging Partnership and its activities.
- Distinguish Hawaii Healthy Aging Partnership successes and challenges for better use by other partners.

Runtime: Approximately 30 minutes

Q. Course Title: Childhood Obesity Programs: Comparative Effectiveness of interventions
Course ID# 1065089
Tier: II
Competency:
Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Cultural Competency Skills, Community Dimensions of Practice Skills, Leadership and Systems Thinking Skills

Description:
The overall aim of this presentation is to allow the public health practitioner to choose those prevention methods and settings specific to Childhood Obesity Prevention which are most appropriate to their target audience using evidence-based methods.

Learning Objectives:
- Summarize the rising prevalence of childhood obesity, particularly among at-risk populations, such as ethnic and minority groups.
- Identify the various factors that result in childhood obesity, with an emphasis on environmental factors.
- Describe why from a public health standpoint the major goal is prevention as opposed to treatment of childhood obesity.
- Examine which settings are most effective for childhood obesity prevention programs, and apply this knowledge critically to your specific target population given their needs and resources.
- Discuss why a settings-based approach which uses multiple settings is more effective than a single settings approach.
- Explain the benefits of using evidence-based approaches to obesity prevention in children.

Runtime: Approximately 45 minutes

R. **Course Title:** Best Practices in Nutrition Programs for Infants
   Course ID# 1065093
   Tier: II
   Competency:
   Tier Two: Analytical/Assessment Skills, Policy Development/Program Planning Skills, Communication Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Leadership and Systems Thinking Skills

   Description:
   This training discusses current breastfeeding rates in the US, and ways to promote increased breastfeeding rates. Specifically, two programs will be highlighted that support women's breastfeeding goals: Baby Friendly Hospitals, and Workplace Policies and Support, including "Babies at Work" programs.

   Learning Objectives:
   - Evaluate strategies for implementing successful maternal and infant programs that will promote exclusive breastfeeding
   - Propose workplace policies that can support breastfeeding
   - Identify assets and resources available to support the implementation of a baby friendly hospital or a workplace breastfeeding policy

   Runtime: Approximately 35 minutes

S. **Course Title:** Physical Activity and Obesity: How to Get Your Patient Moving
   Course ID# 1061175
   Tier: II
   Competency:
   Tier Two: Analytical/ Assessment Skills, Communication Skills, Community Dimensions of Practice Skills, Public Health Sciences 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:
- Identify the 3 levels of Physical Activity Guidelines that affect Patients with obesity.
- Define NEAT and describe the difference and impact of moving from sedentary to light activity.
- List the Exercise Rx Top Ten.

Runtime: Not listed

T. **Course Title:** Adolescent Obesity- Prevention in the United States
   Course ID# 1065092
   Tier: II
   Competency:
   Tier Two: Analytical/Assessment Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Leadership and Systems Thinking Skills

   Description:
   Preventing adolescent obesity is essential to bettering the overall health in the nation. This training will discuss adolescent obesity in the US and highlight 3 programs that have been successfully implemented specifically for the prevention of adolescent obesity.

Learning Objectives:

- Discuss the short- and long-term consequences of adolescent obesity
- Describe the prevalence of overweight and obesity in U.S. adolescents
- Understand the need for adolescent obesity-prevention programs
- Explain characteristics of effective interventions to prevent overweight and obesity in adolescents.

Runtime: Approximately 30 minutes

U. **Course Title:** Health Equity: A Public Health Essential
   Course ID# 1041931
   Tier: I, II, III
   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

V. **Course Title:** Legal Aspects of Public Health Food Safety
Course ID# 1048259
Tier: I, II, III
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, who's Eastern Region Office, contributed invaluable practical experience and knowledge.

185

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

W. Course Title: Feasibility Planning for Public Health Business Plans
Course ID# 1030989
Tier: II
Competency:
Tier Two: 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

X. **Course Title:** Life Course Nutrition: Maternal and Child Health Strategies in Public Health
Course ID# 1031313
Tier: I & II
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

Y. Course Title: Inclusive Just-In-Time Training
Course ID# 1025087
Tier: I & II
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

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

Description:
This training consists of a presentation given by Katie Stout, MBA, Executive Director of the Center for Hope of the Sierras in Reno, NV. After the presentation you will be asked to complete a role play exercise where you provide information based on the material covered in the presentation.

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

Runtime: 60 minutes

AA. **Course Title:** Screening in Public Health Practice
Course ID#: 1016818
Tier: II & III
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

BB. Course Title: Project Planning
Course ID# 1060054
Tier: II
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

CC. **Course Title:** Program Evaluation in Public Health
Course ID# 1021345
Tier: **II**
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

DD. Course Title: Introduction to Strategic Planning
Course ID# 1041967
Tier: II & III
Competency:
Tier Two: Policy Development/ Program Planning Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills
Tier Three: Policy Development/ Program Planning Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills

Description:
This module provides an introduction to strategic planning. It includes: 1) an overview of terminology,2) a background about the benefits and uses of strategic planning, 3) and a description of a methodology for conducting planning in simple contexts. It concludes with examples of strategic plans from public health and other agencies

Learning Objectives:
- Define planning, strategy, and strategic planning
- Outline why strategic planning is done, as well as the benefits of strategic planning
- Distinguish between simple, complicated, and complex situations in strategic planning
- Describe two strategic planning processes:
    - Bryson's 10-Step Model
    - Lynch's Prescriptive Model
- Consider several practical examples of strategic planning

Runtime: 1 hour

EE. Course Title: Overdose Education and Naloxone Distribution to Prevent Fatal Opioid Overdoses
Course ID# 1059505
Tier: I & II
Competency:
Tier One: Policy Development/Program Planning Skills
Tier Two: Policy Development/Program Planning Skills

Description:
This training consists of a presentation given by Karla D. Wagner, Ph.D, assistant professor at the University of Nevada, Reno School of Community Health Sciences. After the presentation you will be asked to complete a role play exercise where you provide information based on the material covered in the presentation.

Learning Objectives:
- Describe basic trends in opioid overdose death rates at the national and local level.
- Identify factors that elevate patients'/clients' risk for opioid overdose.
- Understand how overdose education/naloxone distribution programs impact health outcomes.
- Develop a preliminary plan for integrating overdose education into existing services.

Runtime: 1 hour

FF. Course Title: Best Practices in Program Planning for Local Obesity Prevention
Course ID# 1064641
Tier: II & III
Competency:
Tier Two: Policy Development/Program Planning Skills, Financial Planning Management Skills
Tier Three: Policy Development/ Program Planning Skills

Description:
Evaluators from the Arizona Supplemental Nutrition Assistance Program - Education Arm (SNAP-Ed) provide an overview of their program planning process, specifically as related to re-evaluating and defining the focus of their obesity prevention initiative. This course presents examples of conducting a root cause analysis, developing a logic model, and utilizing the Socio-Ecological Model throughout the process of program planning and evaluation.

Learning Objectives:
- Employ appropriate methods to engage your priority users in program planning for obesity prevention.
- Prepare to create or revise a program logic model that is informed by root-cause analysis and evidence-based theory.
- Appraise your obesity-prevention program's current stage of development as it relates to best-practice planning.

Runtime: Approximately 45 minutes

GG. **Course Title:** Public Health Essential Online
Course ID# 1051672
Tier: I & II
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

HH. Course Title: Health Literacy for Public Health Professionals
Course ID# 1057675
Tier: I & II
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

II. **Course Title:** Improving Team Performance in a Public Health Response
Course ID# 1053632
Tier: I & II
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

196

- 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

JJ. **Course Title:** Rethinking Energy Balance: Applying Science to Practice
Course ID# 1057060
Tier: II
Competency:
Tier Two: Communication Skills, Public Health Sciences Skills

Description:
This presentation and discussion on dynamic energy balance, an important new perspective on what metabolic changes occur during weight loss and how these changes have to be taken into account as part of a weight loss program.

Learning Objectives:
- Define and explain static vs. dynamic energy balance.
- Explain to a client why people lose weight differently on the same diet and exercise program
- Identify diet and exercise practices that may help management of weight using the dynamic energy balance principles.

Runtime: Approximately 60 minutes

KK. Course Title: Determinants of Health and Health Disparities; Introduction to Public Health in North Carolina Training Series, Module 2
Course ID# 1057858
Tier: I, II, III
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

LL. **Course Title:** Affordable Care Act Trainer of Community Trainers: Online English Version
Course ID# 1054675
Tier: II
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 assist 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

MM. Course Title: The Community Guide for Community Health Centers
Course ID# 1051237
Tier: I, II, III
Competency:
Tier One: Policy Development/Program Planning Skills, Community Dimensions of Practice Skills
Tier Two: Community Dimensions of Practice Skills
Tier Three: Community Dimensions of Practice Skills

Description:
The Public Health Foundation (PHF), in partnership with the National Association of Community Health Centers (NACHC) and the Centers for Disease Control and Prevention (CDC), conducted a 60-minute webinar "The Community Guide for Community Health Centers" in May 2014. The archive of this webinar is now available through TRAIN.

Partnerships between primary care and public health depend upon shared goals, evidence-based interventions, and effective communication. The Guide to Community Preventive Services, or "The Community Guide," is a web-based resource that includes recommendations on evidence-based options to improve community health. 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

NN. Course Title: Engaging Communities in Public Health Research, Practice and Policy
Course ID# 1050058
Tier: I & II
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

OO. Course Title: Public Health in North Carolina (Introduction to Public Health in North Carolina Training Series, Module 5)
Course ID# 1057861
Tier: I & II
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

PP. Course Title: Public Health Essentials Online
Course ID# 1051672
Tier: I & II
Competency:
Tier One: Communications Skills, Cultural Competency Skills, Community Dimensions of Practice Skills
Tier Two: Cultural Competency Skills, Community Dimensions of Practice Skills

Description:
The Arizona Public Health Training Center is proud to offer the online version of our face-to-face course Public Health Essentials In Action. 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

QQ. Course Title: What is Public Health? (Introduction to Public Health in North Carolina Training Series, Module 1)
Course ID# 1057857
Tier: I & II
Competency:
Tier One: Public Health Sciences Skills
Tier Two: Public Health Sciences Skills

Description:
This training, offered by the UNC Gillings School of Global Public Health, provides a basic introduction to the field of public health. It is one of six trainings included in the Introduction of to Public Health in North Carolina training series.

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

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

Description:
The FOCUS issues describe 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

SS. **Course Title:** Public Health 101 Series – Introduction to Prevention Effectiveness
Course ID# 1059675
Tier: I & II
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

TT. **Course Title:** Physical Activity and Obesity: How to Get Your Patient Moving
Course ID# 1061175
Tier: II
Competency:
Tier Two: Analytical/ Assessment Skills, Communication Skills, Community Dimensions of Practice Skills, Public Health Sciences 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:
- Identify the 3 levels of Physical Activity Guidelines that affect Patients with obesity.
- Define NEAT and describe the difference and impact of moving from sedentary to light activity.
- List the Exercise Rx Top Ten.

Runtime: Not listed

UU. Course Title: The Treatment of Pediatric and Adolescent Obesity
Course ID# 1061174
Tier: II
Competency:
Tier Two: Analytical/ Assessment Skills, Communication Skills, Community Dimensions of Practice Skills, Public Health Sciences Skills, Leadership and Systems Thinking Skills

Description:
In this presentation, we will briefly review the history of the childhood obesity epidemic and contributing factors. The elements of a successful pediatric practice will be discussed, including measurements, dietary considerations, behavioral modification, exercise and medications. We will conclude with a couple of case studies and closing thoughts on how true progress can be made on a national scale.

Learning Objectives:
- To understand major contributing factors to the childhood obesity epidemic.
- Learn how to appropriately measure % BMI and determine intervention based on that reading.
- Understand behavioral techniques, nutritional modalities, and family-focused interventions that have been proven successful in treating childhood and adolescent obesity.
- Establish a comfort level with medication that have been studied and utilized safely and effectively.

Runtime: Not listed

VV. Course Title: Adult Obesity: Diagnostic and Treatment Approaches
Course ID# 1061998
Tier: II
Competency:
Tier Two: Public Health Sciences Skills, Leadership and Systems Thinking Skills

Description:
This presentation provides an overview of approaches to diagnosis of adult obesity using BMI, waist circumference, and body composition and assessment of obesity and associated health consequences of obesity. It reviews the three major approaches to nutrition therapy in obesity treatment and the role of behavioral therapy, and pharmacotherapy. Patient cases are used to review and summarize evidence-based approaches to the treatment of adult obesity.

Learning Objectives:
- Describe approaches to the diagnosis and assessment of adult obesity
- Describe three major approaches to nutrition therapy for obesity
- Describe the role of behavioral therapy in obesity treatment
- List four medications approved for treatment of adult obesity

Runtime: Approximately 60 minutes

WW. Course Title: Introduction to Cost Effectiveness
Course ID#: 1055156
Tier: II & III
Competency:
Tier Two: Financial Planning and Management Skills
Tier Three: 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.

Learning Objectives:
- Provide learners with the tools to effectively train users on calculating return of investment topics specific to cost effectiveness.

Runtime: Approximately 50 minutes

XX. **Course Title:** Law and Ethics in Public Health (Public Health Ethics, Module 4)
   Course ID#: 1050892
   Tier: I & II
   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

YY. **Course Title:** Calculating Life Expectancy
Course ID# 1055200
Tier: II & III
Competency:
Tier Two: Financial Planning and Management Skills
Tier Three: Financial Planning and Management Skills

Description:
Introduction To Cost Effectiveness Course Topics:
- Hand-Calculating Years Gained
- Calculating Life Years Lost Using Markov Model
- Markov Model Graph Introduction

Learning Objectives:
- Provide learners with the tools to effectively train users on calculating return of investment topics specifics to calculating life expectancy

Runtime: 50 minutes

ZZ. **Course Title:** Barriers to Ethical Practice of Public Health (Public Health Ethics, Module 7)
 Course ID# 1050903
 Tier: I, II, III
 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 offered by the UNC Gillings School of Global Public Health 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

AAA. Course Title: Decision-making in Public Health Ethics (Public Health Ethics, Module 6)
Course ID# 1050901
Tier: I, II, III
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 offered by the UNC Gillings School of Global Public Health 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.

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

BBB. **Course Title:** Community Toolbox Module 8: Assuring Collaboration During Implementation
Course ID# 1034996
Tier: I, II, III
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
Tier Three: 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

Tier III Courses

A. **Course Title:** Heartland Centers: Quality Improvement Plans
   Course ID# 1025093
   Tier: I, II, III
   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
   Tier Three: 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

B. Course Title: Developing Evidence-Based Programs (WISH, Module 4)
Course ID# 1050132
Tier: I, II, III
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 offered by the UNC Gillings School of Global Public Health 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 the NCIPH Training Website.

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.

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

C. Course Title: Advanced Program Evaluation
   Course ID# 1040919
   Tier: I, II, III
   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

D. Course Title: Moving Public Health Upstream to Reduce Health Inequities
Course ID# 1060023
Tier: I, II, III
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:

- 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: Not listed

E. Course Title: Tools and Approaches to Optimizing Nutrition Education
Course ID# 1061752
Tier: I, II, III
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, Public Health Sciences Skills, Leadership and Systems Thinking Skills
Tier Three: Analytical/Assessment Skills, Public Health Sciences Skills, Leadership and Systems Thinking Skills

Description:
This training will inform nutrition educators about the most effective approaches to nutrition education based on current literature, in order to develop the skills and plans necessary to implement these approaches. There are nutrition education tools and approaches available to public health professionals that can be used to improve the nutrition of families. The video will demonstrate some of those tools and approaches and provide examples of agencies already operating to provide effective nutrition education

Learning Objectives:
- Learn strategies to make nutrition education more meaningful and effective in their communities.
- Identify and compare WIC nutrition education techniques.
- Identify the most effective educational approaches based on research findings.
- Describe recommendations for nutrition education.

Runtime: Approximately 35 minutes

F. **Course Title:** Health Equity: A Public Health Essential
Course ID# 1041931
Tier: I, II, III
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

G. Course Title: Legal Aspects of Public Health Food Safety
Course ID# 1048259
Tier: I, II, III
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, who's 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

H. **Course Title:** Screening in Public Health Practice
Course ID#: 1016818
Tier: II & III
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

I. **Course Title:** Environmental Public Health (EPH) Primer Overview
   Course ID# 1050175
   Tier: III
   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:
- Highlight the core environmental public health services offered by local health departments
- Describe emerging challenges and opportunities in environmental public health
- Identify strategies for aligning environmental public health efforts with other program and initiatives in the user's jurisdiction
- Identify tools and resources to improve environmental public health practice

Runtime: 8 minutes

J. Course Title: Introduction to Strategic Planning
Course ID# 1041967
Tier: II & III
Competency:
Tier Two: Policy Development/ Program Planning Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills
Tier Three: Policy Development/ Program Planning Skills, Financial Planning and Management Skills, Leadership and Systems Thinking Skills

Description:
This module provides an introduction to strategic planning. It includes: 1) an overview of terminology,2) a background about the benefits and uses of strategic planning, 3) and a description of a methodology for conducting planning in simple contexts. It concludes with examples of strategic plans from public health and other agencies

Learning Objectives:
- Define planning, strategy, and strategic planning
- Outline why strategic planning is done, as well as the benefits of strategic planning
- Distinguish between simple, complicated, and complex situations in strategic planning
- Describe two strategic planning processes:
  - Bryson's 10-Step Model
  - Lynch's Prescriptive Model
- Consider several practical examples of strategic planning

Runtime: 1 hour

K. **Course Title:** Best Practices in Program Planning for Local Obesity Prevention
Course ID# 1064641
Tier: II & III
Competency:
Tier Two: Policy Development/Program Planning Skills, Financial Planning Management Skills
Tier Three: Policy Development/ Program Planning Skills

Description:
Evaluators from the Arizona Supplemental Nutrition Assistance Program - Education Arm (SNAP-Ed) provide an overview of their program planning process, specifically as related to re-evaluating and defining the focus of their obesity prevention initiative. This course presents examples of conducting a root cause analysis, developing a logic model, and utilizing the Socio-Ecological Model throughout the process of program planning and evaluation.

Learning Objectives:
- Employ appropriate methods to engage your priority users in program planning for obesity prevention.
- Prepare to create or revise a program logic model that is informed by root-cause analysis and evidence-based theory.
- Appraise your obesity-prevention program's current stage of development as it relates to best-practice planning.

Runtime: Approximately 45 minutes

L. **Course Title:** Effective Communication for Environmental Public Health
Course ID# 1016866
Tier: I & III
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

M. Course Title: Determinants of Health and Health Disparities; Introduction to Public Health in North Carolina Training Series, Module 2
Course ID# 1057858
Tier: I, II, III
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

N. Course Title: The Community Guide for Community Health Centers
Course ID# 1051237
Tier: I, II, III
Competency:
Tier One: Policy Development/Program Planning Skills, Community Dimensions of Practice Skills
Tier Two: Community Dimensions of Practice Skills
Tier Three: Community Dimensions of Practice Skills

Description:
The Public Health Foundation (PHF), in partnership with the National Association of Community Health Centers (NACHC) and the Centers for Disease Control and Prevention (CDC), conducted a 60-minute webinar "The Community Guide for Community Health Centers" in May 2014. The archive of this webinar is now available through TRAIN.

Partnerships between primary care and public health depend upon shared goals, evidence-based interventions, and effective communication. The Guide to Community Preventive Services, or "The Community Guide," is a web-based resource that includes recommendations on evidence-based options to improve community health. 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

O. Course Title: Introduction to Cost Effectiveness
　　Course ID#: 1055156
　　Tier: II & III
　　Competency:
　　Tier Two: Financial Planning and Management Skills
　　Tier Three: 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.

　　Learning Objectives:
- Provide learners with the tools to effectively train users on calculating return of investment topics specific to cost effectiveness.

　　Runtime: Approximately 50 minutes

P. Course Title: Calculating Life Expectancy
　　Course ID# 1055200
　　Tier: II & III
　　Competency:
　　Tier Two: Financial Planning and Management Skills
　　Tier Three: Financial Planning and Management Skills

Description:
Introduction To Cost Effectiveness Course Topics:
- Hand-Calculating Years Gained
- Calculating Life Years Lost Using Markov Model
- Markov Model Graph Introduction

Learning Objectives:
- Provide learners with the tools to effectively train users on calculating return of investment topics specifics to calculating life expectancy

Runtime: 50 minutes

Q. Course Title: Barriers to Ethical Practice of Public Health (Public Health Ethics, Module 7)
Course ID# 1050903
Tier: I, II, III
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 offered by the UNC Gillings School of Global Public Health 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

R. Course Title: Decision-making in Public Health Ethics (Public Health Ethics, Module 6)
Course ID# 1050901
Tier: I, II, III
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 offered by the UNC Gillings School of Global Public Health 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.

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

S. Course Title: Community Toolbox Module 8: Assuring Collaboration During Implementation
Course ID# 1034996
Tier: I, II, III
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
Tier Three: 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

Course Review Sheet   Course #_____

Course Title: _____

Instructor Name: _____   **Date Taken:** _____

Date Developed: _____

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		

	Score	Comments
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**

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 are long.	Clear instructions available to register for course and the registration process are 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-level objectives.	*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 contributes 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.