

## ESSENTIAL SERVICE #3: Inform, educate, and empower people about health issues

**KS-TRAIN courses:** <http://ks.train.org>. You must create an account in order to enroll in a course.

**Community Tool Box (CTB)** <http://ctb.ku.edu/> These are tool kits with valuable resource information for increasing competency.

The **Kansas Core Public Health Program** <http://www.waldcenter.org/cph/index.html> is a year long program that covers topics related to all Public Health Essential Services.

These **tier 2 core competencies** are for the "mid tier" public health professional. A mid tier public health professional is an individual with an MPH (or related degree) and at least 5 years experience working in the public health field, or an individual without an MPH but at least 10 years experience working in the public health field. The guidance on tiers 1 through 3 can be found at: <http://www.phf.org/link/CCs-matrix.pdf>.

### TRAINING FOR ESSENTIAL SERVICE

[Orientation to Public Health](#)

[CTB Toolkit, Implementing a Social Marketing Effort](#)

[Kansas Core Public Health Program](#)

#### Indicators for Essential Service #3:

Provide information on public health to individuals, groups, or the community at large

Work with a collaborative network to provide health promotion activities

Assist in the training, evaluation, credentialing, or monitoring of staff performance and quality of work outcomes

Work in a program which helps enforce the local laws and regulations to protect the public's health and ensure safety

### TRAINING FOR COMPETENCIES

#### Analytic/Assessment Skills

**KS-Train: Introduction to Assessment, (Course # 1001458)**

1 Assesses the health status of populations and their related determinants of health and illness

2 Describes the characteristics of a population-based health problem

10 Makes community-specific inferences from quantitative and qualitative data

12 Utilizes data to address scientific, political, ethical, and social public health issues

#### Policy Development/Program Planning Skills

1	Analyzes information relevant to specific public health policy issues
2	Articulates policy options
3	Determines the feasibility and expected outcomes of policy options
4	Articulates the implications of policy options
6	Manages public health programs consistent with public health laws and regulations

**Communication Skills**

[Improving Interpersonal Communication and Relationships](#)

**KS-TRAIN: Pandemic Influenza - Communications and Administrative Tools**, (Course # 1013841)

**KS-TRAIN: Creating a Crisis/Emergency Risk Communication Plan Using the CDCynergy Tool**, (Course # 1002666)

[CTB, Chapter 16, Section 2, Developing Facilitation Skills](#)

1	Assesses the health literacy of populations served
2	Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency
3	Solicits input from individuals and organizations
4	Utilizes a variety of approaches to disseminate public health information
5	Presents demographic, statistical, programmatic, and scientific information for use by professional and lay audiences
6	Applies communication strategies in interactions with individuals and groups

**Cultural Competency Skills**

[WALD Cultural Competency Module I](#)

[WALD Cultural Competency Module II](#)

**KS-TRAIN: HIV Cultural Diversity Training** ( Course 1012967)

**KS-TRAIN: The Newest Immigrants, Low German Mennonite** (Course # 1004396)

1	Incorporates strategies for interacting with persons from diverse backgrounds
2	Considers the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services
3	Responds to diverse needs that are the result of cultural differences
4	Explains the dynamic forces that contribute to cultural diversity

5	Describes the need for a diverse public health workforce
6	Assesses the public health organization for its cultural competence
<b>Community Dimensions of Practice Skills</b>	
<a href="#">Community Partnerships and Perspectives - Intermediate Level</a>	
1	Assesses community linkages and relationships among multiple factors (or determinants) affecting health
2	Collaborates in community-based participatory research efforts
3	Establishes linkages with key stakeholders
5	Maintains partnerships with key stakeholders
6	Uses group processes to advance community involvement
7	Describes the role of governmental and non-governmental organizations in the delivery of community health services
10	Promotes public health policies, programs, and resources
<b>Basic Public Health Sciences Skills</b>	
<a href="#">Orientation to the Essentials of Public Health - Intermediate Level</a>	
<a href="#">E is for EPI, Session I, Part 1 Epidemiology in the Context of Public Health</a>	
<a href="#">E is for EPI, Session IV, Part 1 Surveillance</a>	
<a href="#">Environmental Health Online, An Introduction to Environmental Health</a>	
4	Applies the basic public health sciences (including, but not limited to biostatistics epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) to public health policies and programs
<b>Financial Planning and Management Skills</b>	
<a href="#">CTB Toolkit, Writing a Grant Application For Funding</a>	
<a href="#">Public Health Financial Management</a>	
5	Develops a programmatic budget
6	Manages programs within current and forecasted budget constraints
7	Develops strategies for determining budget priorities
8	Evaluates program performance
9	Uses evaluation results to improve performance (NEW)

10	Prepares proposals for funding from external sources
11	Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts
<b>Leadership and Systems Thinking Skills</b>	
<a href="#">Kansas Public Health Leadership Institute(KPHLI)</a>	
<a href="#">CTB Toolkit, Developing Strategic and Action Plans</a>	
1	Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals
3	Participates with stakeholders in identifying key values and a shared vision as guiding principles for community action
4	Identifies internal and external problems that may affect the delivery of essential public health services

## **RESOURCES FOR ESSENTIAL SERVICE #3**

### **Inform, educate, and empower people about health issues**

**1. Accessible Emergency Information**

<http://www.accessibleemergencyinfo.com/>

A new website from the Northeast Texas Public Health District, is a compilation of 18 Emergency Preparedness Topics. These topics and information are formatted to be friendly to deaf, blind, and limited sight populations. The information is in video and downloadable document format for public use.

**2. KU Community Tool Box:**

**Chapter 4. Getting Issues on the Public Agenda**

[http://ctb.ku.edu/en/tablecontents/chapter\\_1004.htm](http://ctb.ku.edu/en/tablecontents/chapter_1004.htm)

**Chapter 5. Choosing Strategies to Promote Community Health and Development**

[http://ctb.ku.edu/en/tablecontents/chapter\\_1010.htm](http://ctb.ku.edu/en/tablecontents/chapter_1010.htm)

How to get issues on the public agenda and how to choose broad strategies to promote community health and development (e.g., building coalitions).

**Chapter 6. Promoting Interest in Community Issues**

[http://ctb.ku.edu/tools/chapter\\_1005.htm](http://ctb.ku.edu/tools/chapter_1005.htm)

**Chapter 7. Encouraging Involvement in Community Work**

[http://ctb.ku.edu/tools/chapter\\_1006.htm](http://ctb.ku.edu/tools/chapter_1006.htm) Contains information about how to promote interest in an issue (e.g., persuasion, press releases, and newsletters) and how to encourage involvement (e.g., among diverse groups).

**Chapter 34. Media Advocacy**

[http://ctb.ku.edu/en/tablecontents/chapter\\_1034.htm](http://ctb.ku.edu/en/tablecontents/chapter_1034.htm)

**3. Office of Disease Prevention and Health Promotion fact sheet:**

<http://odphp.osophs.dhhs.gov/odphpfact.htm>

- Dietary Guidelines for Americans
- healthfinder®
- Healthy People 2010 & Health Communication Focus Area
- National Health Information Center (NHIC)
- Prevention Communication Research Database (PCRD)
- Safe and Bright Futures for Children Initiative
- Steps to a HealthierUS (Steps)

**4. CDC's Healthy Living web site:**

<http://www.cdc.gov/HealthyLiving/>

- Health related topics
- Data and statistics
- Publications
- Health related tools

**5. Center for Nutrition Policy and Promotion:**

<http://www.cnpp.usda.gov/>

**6. "Dollars and Sense Desktop Publishing Tips", Typesetting and layout tips to help your marketing pieces shine!,**

[http://www.dhe.state.ks.us:8080/trainlive/Brochures/Dollars&SenseDTP\\_Tips.pdf](http://www.dhe.state.ks.us:8080/trainlive/Brochures/Dollars&SenseDTP_Tips.pdf)

7. **EurasiaHealth Knowledge Network**

<http://www.eurasiahealth.org/>

EurasiaHealth is a clearinghouse of freely available resources contributed, created and translated by a worldwide community of health professionals focusing on Central & Eastern Europe and the New Independent States.

8. **“Simply Put”**, Tips for creating easy-to-read print materials your audience will want to read and use, <http://www.dhe.state.ks.us:8080/trainlive/Brochures/Simpput.pdf>

9. **Trifold Brochure Instructions, Tips, and Template**

[http://www.dhe.state.ks.us:8080/trainlive/Brochures/Trifold\\_Brochure\\_And\\_Tips.pdf](http://www.dhe.state.ks.us:8080/trainlive/Brochures/Trifold_Brochure_And_Tips.pdf)

10. **Why Bad Ads Happen to Good Causes and How to Ensure They Won't Happen to Yours**

<http://www.rwjf.org/files/publications/other/BadAds.pdf>