

Orientation to Local Public Health in Massachusetts

Facilitator's Guide

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Guide Overview

This is an online learning tool that can be accessed anytime for independent learning at <http://sites.bu.edu/masslocalinsitute/>. However, in order to meet the training needs of a variety of audiences across Massachusetts, this Facilitator's Guide (Guide) has been designed to assist with a group-based delivery in flexible time segments. Please note that the Guide provides suggestions and guidelines for how to conduct the training. Each facilitator can adapt the guidelines and/or incorporate his or her own training methods to best meet the needs of any given group who will partake in this training.

Two options for a facilitator-led training are available.

1. Access via high-speed internet: <http://sites.bu.edu/masslocalinsitute/>
2. Access via CD. A CD is available if you do not have high speed internet access to the online training. To request a copy of this training on CD, please contact the Local Public Health Institute of MA at lphi@bu.edu.

For either option, move through the training by following the Table of Contents. Use the scroll bar on the right-hand side to move up and down the page. Click on 'next page' or a page number to move between pages.

The course contains multiple webpages with subject content, links to other websites, activities and exercises, and video clips. You should discuss all of the content, play the videos, and conduct the activities and exercises. You should also illustrate some of the links and resources, as time allows. Be sure participants understand that this training is the equivalent of an online Resource Manual so they should be encouraged to access it frequently.

The Guide also provides teaching tips, estimated times for completion, facilitator notes, and supplemental activities or discussion topics. Please note that the online training serves as a valuable resource to all classroom facilitators because it has dozens of links to:

- statutes and regulations that explicitly outline roles, responsibilities, and authority
- carefully selected online resources that provide valuable information for dealing with public health issues

We hope that you find the content and suggestions provided in this Guide useful. We invite you to submit your comments – your opinions and suggestions help to improve our Guides.

November 2016 Kathleen MacVarish

Jen Tsoi

Seth Eckhouse

Before you begin

- ✓ Plan approximately 1 hour to complete this online training. For a classroom setting, plan an additional 30 minutes to an hour to allow time for group discussion and activities.
- ✓ Complete the online training on your own.
- ✓ Read this Facilitator's Guide to become familiar with the content and flow. We suggest you print this Guide before you start the online training, so you can take notes as you complete the training.
- ✓ As you complete the training and review the Facilitator's Guide, look for segments to include examples specific to your audience and your own experience.
- ✓ Decide if you want to print out any of the webpages, links, or resources for activities or discussion. You can find all answers to the discussion questions in their related webpages.
- ✓ Determine what equipment you want to incorporate into delivering the training.
- ✓ Think about other tools you might wish to supplement the training with, such as flipcharts, diagrams, icebreakers, or activities.
- ✓ If your participants are seeking contact hours, tell them to complete the pre-test online before attending your training and remind them to complete the post-test and evaluation online at the end of the training.

Participants must register to establish a learner profile and complete the pre-test, post-test, and the evaluation for a certificate of completion with contact hours.

Teaching Tips – Alternatives to “Are there any questions?”

Often asking “*Are there any questions?*” only elicits response from the same few people who are willing to speak up.

The alternatives suggested below are designed to involve learners more actively.



Identify expectations

Participants can write down 1-2 questions they believe the session will answer.



Make diagrams

Ask individuals or small groups to draw a diagram that illustrates the material.



Identify unanswered questions

Ask individuals/ groups to write down 1-2 questions they still have.



Create potential exam questions

Ask participants to generate potential exam questions and answer them.

Working with Small Groups

Having learners work in small groups is a good way to increase involvement. When making small group assignments:

- Groups should be no larger than seven people.
- Assign a group leader or reporter.
- Give specific and simple directions.
- Ask for specific and concrete products - list, diagram, summary, illustration, etc.
- Set a time limit.
- Let the learners do the work. Facilitate discussions rather than lead them.

Introduction (Page 2)

Introduce yourself and provide some background information on your public health experience. Have participants introduce themselves and describe where they work, what they do, and what their backgrounds are. Participants should also state what they hope to learn from the course.

Explain that this training will also serve as a valuable resource to all LBOH members and health department staff because it has links to:

- statutes and regulations that explicitly outline roles, responsibilities and authority
- carefully selected online resources that provide valuable information for dealing with public health issues.

Discuss the purpose of the course. In Massachusetts, there are 351 cities and towns, each with its own board of health or health department. Their primary mission is to support community wellness and to prevent hazards and illness from spreading through the community. This training is an orientation to the public health system in Massachusetts and summarizes the critical responsibilities of a local board of health (LBOH).

Review Learning Objectives.

After completing this training, you will be able to:

- Define public health according to the CDC Foundation
- Name the department and division that provide the framework of the national public health system
- List the four goals of Healthy People 2020
- Give examples of the ten essential public health services
- Describe the public health system and legal authority for public health laws and regulations in Massachusetts
- Explain LBOH options for governance and staffing
- Summarize the activities of 17 major LBOH program areas

What is Public Health? (Page 3)

Give participants the meaning of public health as defined by the CDC Foundation. **Ask** participants to expand on that definition and tell what public health means to them.

Review the differences between medicine and public health.

Ask participants to identify some public perceptions of public health. **Play** the video clip on public perceptions of public health.

List the top ten greatest achievements of public health in the 20th century. **Ask** participants to reflect on that list and tell which achievements they are most involved with or impacted by in their day-to-day activities. **Ask** participants what they think the top 10 public health achievements in the 21st century will be.

National Framework (Page 4)

Describe the national framework of public health.

Explain that the U.S. Department of Health & Human Services (HHS) is charged with enhancing and protecting the health and well-being of all Americans.

Note the CDC's role as a division of HHS and as the nation's health protection agency.

Describe the CDC's mission. **Show** participants how to find out more about the CDC (by reviewing the PDF Fast Facts about CDC).

Detail the reason for launching Healthy People 2020 and **list** its four goals. **Play** the 2020 Vision for Healthy People video. **Conduct** the self-check activity on the Healthy People 2020 goals.

List the three core functions and ten essential services of public health. **Explain** that they provide a framework for standardizing how public health should look in practice. **Review** the diagram illustrating the relationship between the core functions and essential services.

Use the Word document of Massachusetts examples to guide group discussion on how participants' work fits into the ten essential services.

Complete the matching activity at the end of the webpage.

Additional activity (optional):

- Assign each person or a small group an essential service and have them identify as many concrete examples of how the given essential service is carried out on a local level. They can use the examples provided under each service as a guide, but must come up with a different one (the goal is to be as specific as possible).
- For example:
 - For **Link to and Provide Care**, additional examples might be having a town transportation service that brings elderly patients to and from their medical appointments, or a town implementing an annual physical activity day where they provide activities for families and provide free nutritional consults.
 - For **Develop Policies and Plans**, an example might be a town establishing public health policies to further discourage/prevent the youth in their community from purchasing tobacco products.

Massachusetts Public Health System (Page 5)

Review the section on state-level public health.

Describe the mission of the Massachusetts Department of Public Health (MDPH). **Detail** the goals of their Office of Local and Regional Health.

Explain that MGL provide authority for promulgation of state and local regulations.

Note that MDPH and MassDEP are two state departments that often delegate enforcing authority to LBOH.

Give examples of some state regulations that delegate enforcing authority to LBOH and **ask** participants to provide some other state regulations their LBOH enforces.

Conduct the matching activity to help participants identify some common public health partners.

Local Boards of Health (Page 6)

Remind participants that the 351 municipalities in Massachusetts have varying forms of government, and each is charged with protecting the public's health in their community.

Explain that most municipalities organize their public health duties with a LBOH, but some use a health department.

List some of the ways LBOH are governed in Massachusetts. **Ask** participants how the LBOH in their community is organized.

Emphasize that while Massachusetts does not mandate minimum staff qualifications or credentials, many local communities do. **Refer** to the recommended qualifications for local and regional public health workforce table.

Name and give examples of the 17 major program areas for LBOH. **Test** participants' understanding by conducting the matching activity.

Describe the ten cross-cutting competencies for LBOH.

Introduce the topic of emergency powers and responsibilities for record keeping.

Note that LBOH may also be involved with additional programs or projects. **Give** examples of some of these programs and projects. **Ask** participants if they are involved in any special programs or projects in their community.

Conclusion and Additional Resources (Page 7)

Discussion Questions to wrap up the training:

Relate program areas to the cross-cutting competencies identified by the Institute (specifically for Massachusetts). **Encourage** sharing of best practices and effective problem solving.

1. Advocacy

- Do you track the number of inspections and investigations you conduct? If yes, does that help you advocate with your finance/warrant committee for your local health budget?

2. Analysis, Problem Solving, and Risk Management

- Identify an enforcement problem you effectively solved.

3. Communication

- Describe a positive or negative experience with the press.

4. Community/Public Health Assessment

- Has an assessment been done lately? If yes, what did it cover and who did it?

5. Cultural Competence

- What does this mean to you?
- What types of populations in your community do you deal with?
- Is this a concern with a particular program area?

6. Health Education

- For what program areas do you undertake education campaigns?

7. Leadership

- Who do you work with in your community to address all program areas?
- Are there other types of work you collaborate on? If yes, give examples.
- Are you considered a leader for any of this work?
- What qualities of leadership are important in your community?

8. Legal Issues

- Do you go to court?
- Do you know how and when to obtain an administrative search warrant?

9. Project Development, Planning, and Management

- Are there any special projects in your community?
- Have you had any success with grant writing?
- Do you have any pressing needs for new programs? Have you had a difficult employee? If yes, how did you manage him/her?

Certificate of Completion

At the conclusion, remind participants that if they would like a certificate of completion with contact hours, they must log in to the Institute's website and complete the pre-test, the post-test and the evaluation.