

Council on Linkages Between Academia and Public Health Practice

**Virtual Meeting
June 24, 2024**

Welcome to Our Zoom Meeting!

- Audio:
 - Computer or phone
 - Please keep your audio on mute when you are not speaking
- Feel free to use the Chat box to share comments or questions
- We are recording this meeting

Council on Linkages

Mission:

- To improve the performance of individuals and organizations within public health by:
 - Fostering, coordinating, and monitoring collaboration among the academic, public health practice, and healthcare communities
 - Promoting public health education and training for health professionals throughout their careers
 - Developing and advancing innovative strategies to build and strengthen public health infrastructure

Council on Linkages



Agenda

- Welcome and Overview of Agenda
- Approval of Minutes from March 1, 2024 Meeting
 - **Action Item:** Vote on Approval of Minutes
- Rebuilding the Public Health Workforce
 - Public Health Advocacy Consensus Task Force
- CSTE Applied Epidemiology Competencies (AECs) Toolkit and Trainings
- Council Activity Updates
 - Academic Health Department Learning Community
 - Core Competencies for Public Health Professionals
 - Retention and Recruitment Learning Community
- Chair Transition
- Other Business and Next Steps

Approval of Minutes from March 1, 2024 Meeting

➤ Action Item: Vote on Approval of Minutes

Rebuilding the Public Health Workforce: Public Health Advocacy Consensus Task Force

Ron Bialek, MPP, Council Director

Glenn Schneider, MPH, Director, Public Health Advocacy Consensus Task Force

Meghan Ames, MSPH, RD, CWP, CYT, Education Program Manager, Lerner Center for Public Health Advocacy

Elaine Auld, MPH, CHES, Chief Executive Officer (retired), Society for Public Health Education

COUNCIL ON LINKAGES

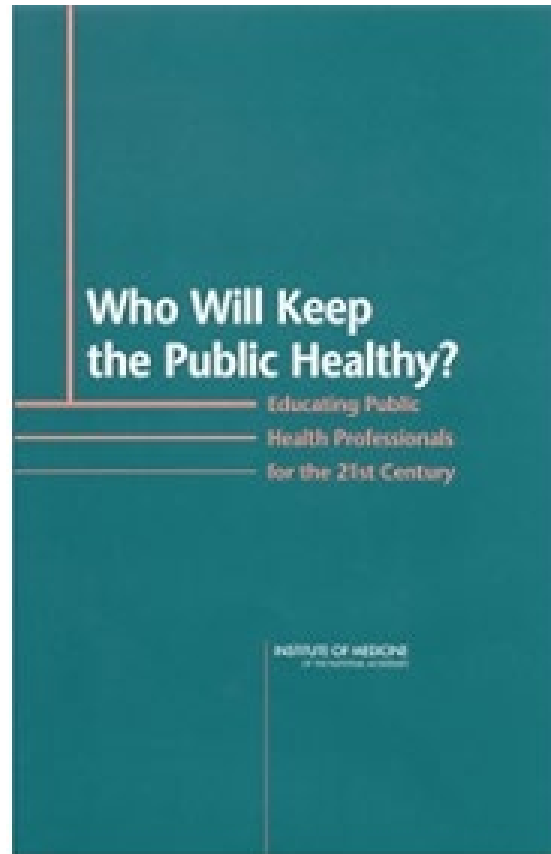
JUNE 24, 2024

Towards Advocacy 2.0

Elaine Auld

Advisory Committee Member,
PH-ACT and National Consensus on Advocacy Instruction

INSTITUTE OF MEDICINE LANDMARK REPORT - 2003



The committee believes that it is the responsibility of schools of public health to better prepare their graduates to understand, study, and participate in policy related activities. Therefore, **the committee recommends that schools of public health:**

- **enhance faculty involvement in policy development and implementation for relevant issues;**
- **provide increased academic recognition and reward for policy-related activities;**
- **play a leadership role in public policy discussions about the future of the U.S. health care system, including its relation to population health;**

10 ESSENTIAL PUBLIC HEALTH SERVICES (2020)

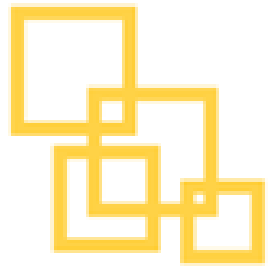


Created 2020

“Policy Development” (Equity Centered)

1. Communicate effectively to inform and educate.
2. Strengthen, support, and mobilize communities and partnerships.
3. Create, champion, and implement policies, plans, and laws.
4. Utilize legal and regulatory action.

UPDATED WORKFORCE COMPETENCIES (2021)



Council on Linkages Between Academia and Public Health Practice

- **Advocate for Public Health**
 - Explain importance
 - Describe differences between educating and lobbying
 - Mentor staff on how to advocate
 - Advocate for the role of public health
 - Advocate for policies, programs, and services to improve community health
 - Advocate for a diverse, inclusive and competent workforce
 - Advocate for flexible and sustainable resources
- **Advocate for health equity and social and environmental justice**

ADVOCACY IN PRACTITIONER CERTIFICATIONS



Domain 9 – Policy in Public Health



Area of Responsibility 5 - Advocacy

MPH COMPETENCY REQUIREMENTS (2016)

"POLICY IN PUBLIC HEALTH"

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.

13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.

14. **Advocate for political, social or economic policies and programs that will improve health in diverse populations.**

15. Evaluate policies for their impact on public health and health equity.



NEW WHO WORKFORCE REPORT

	Subfunctions
EPHF 3: Public health stewardship Establishing effective public health institutional structures, leadership, coordination, accountability, regulations and laws	Subfunction 3.1: Advocating public health-oriented planning, policies and strategies
	Subfunction 3.2: Strengthening institutional public health structures for the coordination, integration and delivery of public health functions and services in the health and other sectors
	Subfunction 3.3: Developing, monitoring and evaluating public health regulations and laws that act as formal, regulatory, institutional frameworks for public health governance, functions and services
	Subfunction 3.4: Maintaining and applying public health ethics and values in governance

IN SUMMARY

Policy advocacy is a core part of public health.

It is essential to improving health outcomes and eliminating health inequities.



LERNER CENTER FOR PUBLIC HEALTH ADVOCACY

Council on Linkages

Meghan Ames | June 24, 2024

ABOUT US

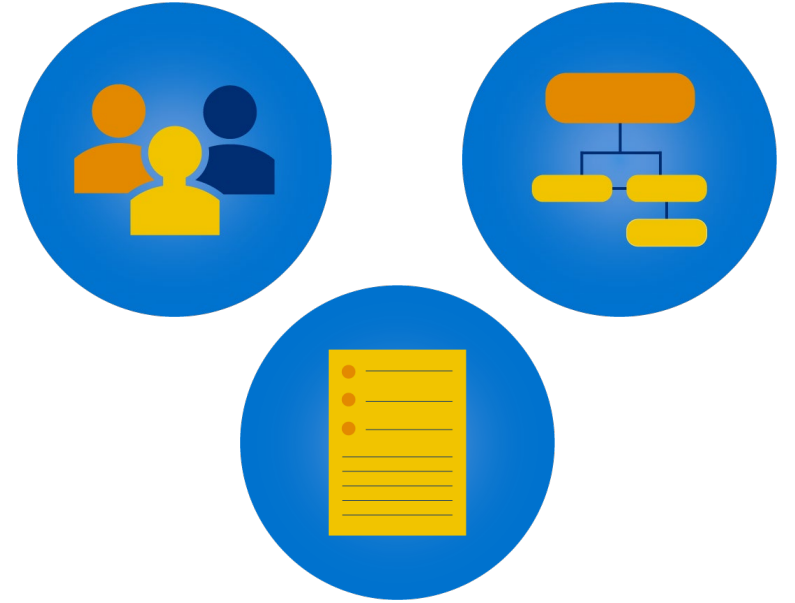
We translate research into real-world impact, through **evidence-based communications, advocacy, & policy engagement strategies.**

A home for partnerships, programs, & practice that **drive progress on public health,** the Lerner Center inspires bold action for public health equity, access, & impact.

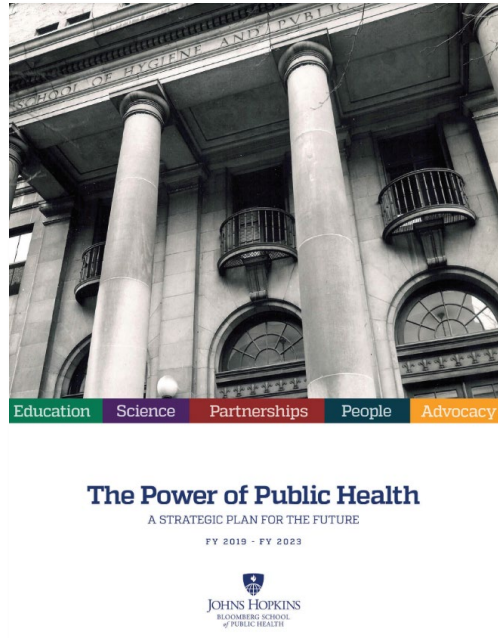
WE DEFINE ADVOCACY AS...

Strategic actions taken to drive social, organizational, or policy change on behalf of specific health goals or population health.

This encompasses a range of disciplines and practices that effectively engage and inform policymakers, media, and the public to act and embrace evidence-based solutions for public health challenges.



ADVOCACY IS AT THE HEART OF THE SCHOOL AND UNIVERSITY'S STRATEGIC PLANS



“We must intervene in the larger political and social arena and more **fully engage in advocacy** that will lead to programs and policies that will protect the public’s health.”

The Power of Public Health, JHSPH Strategic Plan FY 2019-2023

“**Goal 9:** Develop new pathways to help us translate our cutting-edge research into meaningful policy ideas and **become the preeminent source of academic expertise for evidence-based policymaking in service to the nation and the world.**”

HOW WE INTERSECT: COUNCIL ON LINKAGES' CORE COMPETENCIES FOR PUBLIC HEALTH PROFESSIONALS



OUR EDUCATIONAL EFFORTS



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Lerner Center for
Public Health
Advocacy

FOR STUDENTS

Courses

301.645.81

Health Advocacy

301.644.81

Public Health Advocacy: Grassroots Organizing for Policy Change

308.701.98

Media Interviews and Applied Public Health Communications

308.721.81

Catalyzing Change Part 1: Practical Approaches to Health Policy

Certificate Program

PUBLIC HEALTH ADVOCACY CERTIFICATE PROGRAM

ABOUT

Advocacy—working for policy change and better implementation of existing policies—is crucial to public health. As research and discovery are translated into policies and programs, the accurate interpretation and use of evidence are essential to political leaders, health care providers, potential clients, and the public at large.

Certificate program coursework will allow students to engage deeply with core theories and skills in public health advocacy, and to augment these with an understanding of how to apply these in a variety of policy and geographic settings. The certificate program will complement students' options for training in public health policy making with theoretical and practical insights into the role of advocacy in this process.

EDUCATIONAL OBJECTIVES

The primary goal of the certificate is to develop students' abilities to translate research into practice, use evidence to inform public health policy, shift social norms and attitudes, and improve public health. The curriculum enables students to understand advocacy methods and apply evidence. Additionally, the program offers practical experience in public health advocacy.

Upon successful completion of the certificate program, students will be able to:

1. Discuss the role of political actors inside and outside governments in developing and implementing health policy
2. Identify other actors in the policy making process and how actors such as the media help shape policy
3. Improve policies and laws and their development, adoption, and implementation
4. Increase and influence better use of resources for interventions and scientific inquiry
5. Set agendas in policy circles and the media environment through higher visibility and understanding of issues
6. Shift public attitudes, behaviors, and social norms toward better public health.

REQUIREMENTS

FOR PROFESSIONALS

Advocacy Action Lab

ADVOCACY ACTION PLAN
THE WHAT, WHY, WHO, AND HOW OF MY ADVOCACY JOURNEY



Sommer Klag Advocacy Impact and Achievement Awards

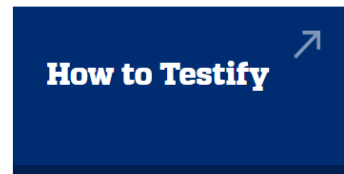


FOR EVERYONE

Instructional videos



Resource library



Book



Join our community



FOR EDUCATORS

CEPH Webinar



Teaching Advocacy to Public Health Students

October 26, 2023



Public Health Advocacy Consensus Task Force (PH-ACT)



CONTACT US



CONNECT WITH US ON OUR SOCIALS!



publichealth.jhu.edu/lerner-center



[@JHadvocacy](https://twitter.com/JHadvocacy)



Johns Hopkins Lerner Center for
Public Health Advocacy



lernercenter@jhu.edu

COUNCIL ON LINKAGES

JUNE 24, 2024

Towards Advocacy 2.0

Glenn E. Schneider
Director, PH-ACT and
National Consensus on Advocacy Instruction



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

**Lerner Center for
Public Health
Advocacy**

BUILDING RESEARCH SUGGESTS MPH STUDENTS MAY NOT BE ADVOCACY READY



SOURCE: <https://www.pngkit.com/bigpic/u2q8y3w7r5o0e6q8/>

45% OF PUBLIC HEALTH EXECUTIVES DESIRE MORE TRAINING

Policy Engagement

- Determine the feasibility of a policy
- Prioritize and influence policies external to the organization that affect the health of the community

PHWINS, 2021



SOURCE: <https://www.torch.ox.ac.uk/policy>

No SPH REQUIRES ADVOCACY CLASS FOR MPH GRADUATION



Carter et al, 2022

2023 FREY REPORT

Fighting for the Public's Health:

Ideas for Action from an April 2023 National Convening to Strengthen Public Health Advocacy

The field is

“Skittish”

about Advocacy

Prepared for **The Network for Public Health Law**

by **Frey Evaluation, LLC:**

Martha Katz

Gene Matthews

Maddy Frey

October 2023



**For those who want
to follow along...**

Charting the Advocacy
Landscape: A Qualitative
Content Analysis of Syllabi
in Public Health Graduate
Education



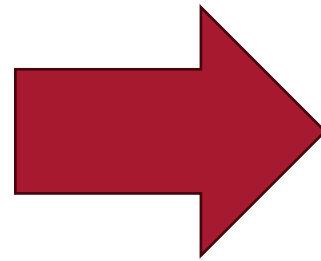
LESS THAN HALF OF SPPH “ADVOCACY” COURSES* PROVIDE SKILLS OR CONTENT INSTRUCTION ON:

- coalition building;
- policy communication;
- lobbying;
- community organizing;
- media advocacy; or
- equitable approaches to advocacy

* Courses that satisfy CEPH’s MPH Advocacy Competency #14

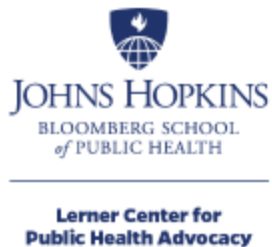
Schneider et al (2024)

How Will We Get...



INTRODUCING...

Public Health Advocacy Consensus Taskforce PH-ACT National Consensus on Advocacy Instruction



de Beaumont



JUST THE PH-ACTs PLEASE...

PH-ACT National Consensus on Advocacy Instruction

1. Gain consensus on the definition of public health advocacy;
2. Identify the essential advocacy skills needed to operationalize it; and
3. Draft guidance that could help schools and programs.



TAKE PH-ACTION



BIT.LY/PH-ACT



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Lerner Center for
Public Health
Advocacy

ADVISORY COMMITTEE



SOURCE: <https://www.cityofferndale.org/your-government/boards-and-commissions/equity-advisory-committee-eac/>

EXPERT CONSENSUS RESEARCH PROCESS



SOURCE: <https://asianjournal.ca/5-proven-ways-to-establish-you-as-an-expert-in-your-field/>

TOWN HALL MEETINGS



SOURCE: <https://meetingtomorrow.com/blog/how-to-run-a-town-hall-meeting/>



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BLOOMBERG SCHOOL
of PUBLIC HEALTH

Lerner Center for
Public Health
Advocacy

TOWN HALL MEETINGS



SOURCE: <https://meetingtomorrow.com/blog/how-to-run-a-town-hall-meeting/>

Upcoming Schedule

SOPHE

Tuesday, September 10 at 1 PM

APHA

Monday, October 28 at 10:30 AM

FOCUS GROUPS



SOURCE: <https://www.ebonysystems.com/conducting-a-multicultural-focus-group-the-right-way/>

DRAFT GUIDANCE



SOURCE: <https://www.eunetha.eu/eunetha-releases-a-new-guidance-document-that-supports-health-technology-assessments-practical-considerations-when-critically-assessing-economic-evaluations>

OUR ASK OF THE COUNCIL ON LINKAGES

Sign on as lead organization of PH-ACT

- 1. Allow us to add your logo** to the consensus webpage
- 2. Designate a representative** to serve on the PH-ACT Advisory Committee. [1 hour per quarter]
- 3. Provide occasional feedback** when asked or you feel compelled
- 4. Help promote PH-ACT consensus efforts**
 - Announce your organization's support on social or more
 - Encourage your members to participate in already scheduled PH-ACT town hall meetings (via social media, newsletters, etc) or if you want to sponsor or co-sponsor a virtual town hall for your members, let's talk.
 - Help recruit members to participate in PH-ACT activities (e.g., consensus study, focus groups, etc.) through social media, newsletters, etc., if possible. We will provide sample posts or blurbs.

OUR ASK OF COL MEMBERS

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TAKE PH-ACTION



BIT.LY/PH-ACT



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

**Lerner Center for
Public Health
Advocacy**

WHY AM I EXCITED?



- Have 30 years of documented advocacy success at state/local levels (primarily in MD and GA).
- Taught undergrad and graduate-level courses as well as multi-day workshops on both advocacy and policy.
- Was the preceptor for more than a hundred public health, nursing, and social work students interested in gaining advocacy experience.
- Served as a state and local public health official, ED of an advocacy non-profit, and now a CPO at a health foundation (all with advocacy among my job duties).
- And currently, I'm a DrPH student @ UIC in the research phase of my dissertation.

QUESTIONS?

Shelley A. Hearne, DrPH

Deans Sommer and Klag Distinguished
Professor of the Practice

Director, Lerner Center for Public Health
Advocacy

202-669-7910 cell
shearne1@jhu.edu

Glenn E. Schneider

Director, Public Health Advocacy Consensus Task
Force (PH-ACT)

National Consensus on Advocacy Instruction

443-812-6955 cell
gschne10@jhu.edu

CSTE Applied Epidemiology Competencies Toolkit and Trainings

Sarah Auer, MPH, CHES, Program Analyst, Council of State and Territorial Epidemiologists



Overview of the AECs Toolkit and Trainings

Sarah Auer, Program Analyst II

Monday, June 24, 2024



Council of State and Territorial Epidemiologists

Goal for today



- ✓ Provide overview of the recently released Applied Epidemiology Competencies (AECs) toolkit and trainings
- ✓ Share use-case scenarios for the materials





CSTE revised and released the 2023 Applied Epidemiology Competencies (AECs) in Spring 2023.

The full report of the competencies can be downloaded from our CSTE webpage

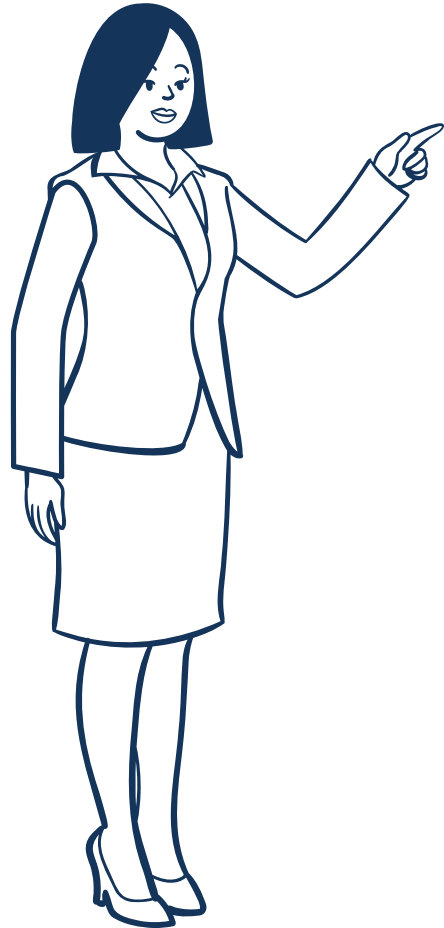
Many were wondering...



How exactly do I implement the AECs in my organization?



Imagine this...



You are revising the curriculum for your university's epidemiology concentration and want to ensure graduates have the skills they need to succeed in governmental public health.

Where do you start?

What should you be sure to include?

Who should you consult?

Crosswalk with CEPH accreditation standards

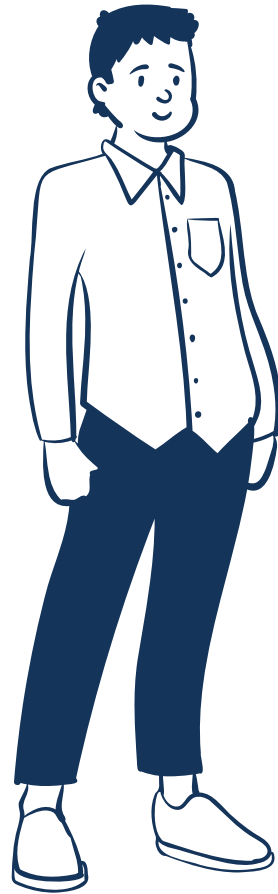


2023 CSTE Applied Epidemiology Competencies	Coverage in MPH Foundational Curriculum
Domain 1: Data Analytics and Assessment Skills	K = Foundational Knowledge C =
	Foundational Competency
1.1. Identifies the diversity of individuals and populations (e.g., language, culture, values, socioeconomic status, geography, education, race, gender identity, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, historical experiences)	K 10. Explain the cultural, social, political, and economic determinants of health and how the determinants relate to population health and health inequities contribute the determinants relate to population health and health inequities C 13. Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes
1.2. Describes factors that affect the health of a community (e.g., income, education, laws, environment, climate change, resilience, homelessness, food security, access to healthcare, equity, distribution of resources and power, social and community engagement, changing demographics)	K 10. Explain the cultural, social, political, and economic determinants of health and how the determinants relate to population health and health inequities contribute the determinants relate to population health and health inequities C 5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and

START HERE

- ✓ Comprehensive crosswalk with CEPH MPH and DrPH Foundational curriculum
- ✓ Easily searchable and sortable Excel document
- ✓ **Excellent starting point** to align accreditation standards with the skills needed in the field

Now imagine...



You want to understand the current skillsets of epidemiology students so you can better prepare them for post-graduation.

How do you capture that information?

What do you measure?

Where do you start?

START HERE

A promotional banner for the Applied Epidemiology Competencies Evaluation (AEC). It features a dark blue background with a white 'AEC' logo in the top left. On the left, an illustration of a woman in a purple dress pointing to a large clipboard with a checklist and several red checkmarks. The text 'Applied Epidemiology Competencies Evaluation' is centered in white. Below this, a paragraph of text explains the tool's purpose. At the bottom, there are two yellow buttons: 'TAKE THE SELF EVALUATION' on the left and 'TAKE THE SUPERVISOR EVALUATION' on the right.

AEC

Applied Epidemiology Competencies Evaluation

CSTE is excited to provide evaluation tools for individuals and/or supervisors to assess their knowledge, skills and abilities across the 7 domains of the Applied Epidemiology Competencies (AECs). These tools can be used to identify areas for individual professional development and improvement. Supervisors and individuals can also compare their respective evaluations of that individual's skills for use with performance reviews, assignment of professional development activities and consideration for promotion.

[TAKE THE SELF EVALUATION](#)

[TAKE THE SUPERVISOR EVALUATION](#)

- ✓ **Online self-assessment and supervisor assessment**
- ✓ Allows someone to rate themselves against the 2023 AECs or rate someone else
- ✓ Opportunity to get organizational-level data from CSTE
- ✓ Useful resource for determining knowledge gaps and planning training and education

What if...



You want an easy and accessible way for **your staff to understand the AECs and how to implement them.**

Where do you start?

Who should you consult?

START HERE

Introduction to the Applied Epidemiology Competencies (AECs)



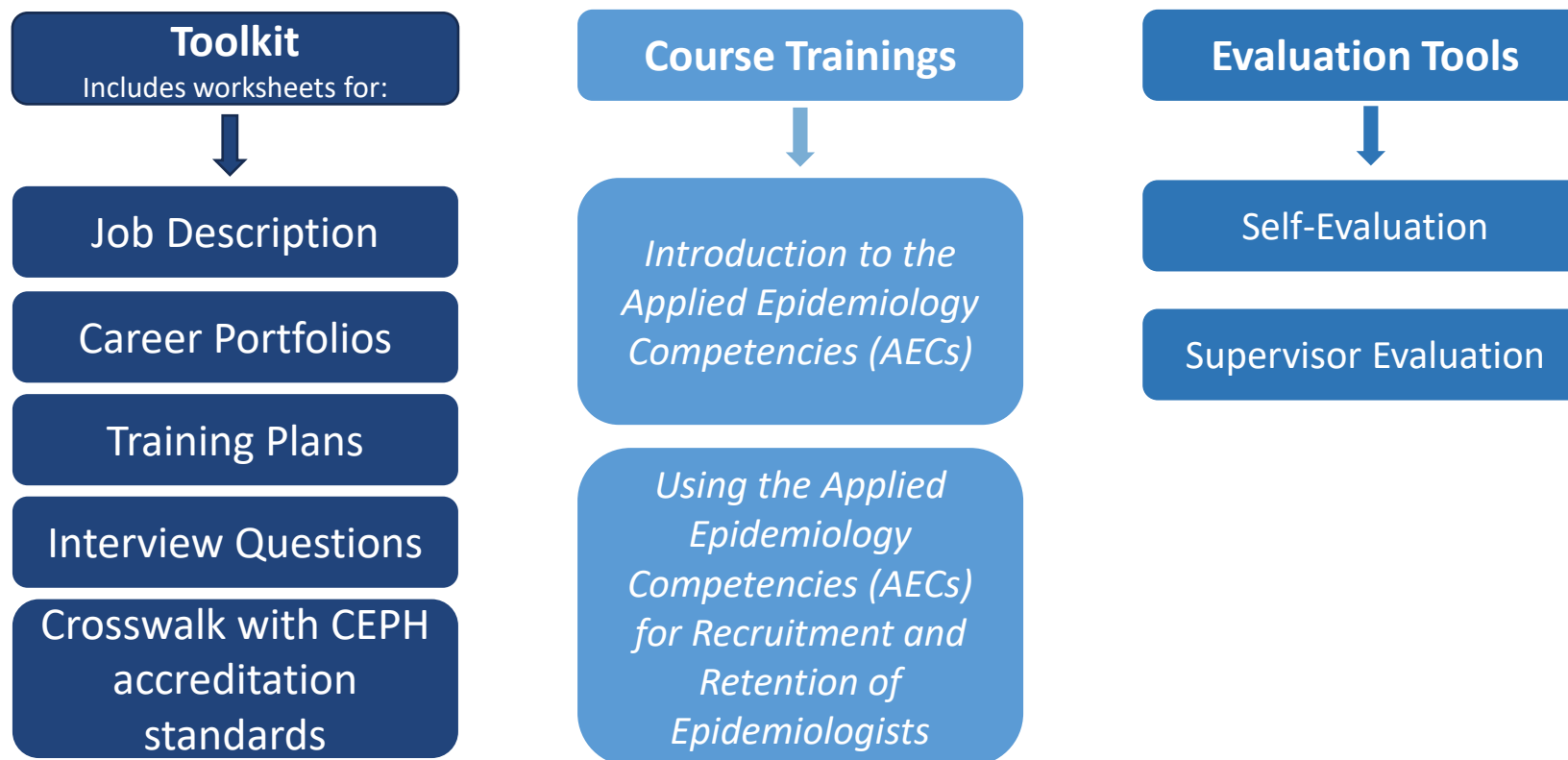
Lesson 1: Introduction to the 2008 AECs

By the end of this lesson, participants will be able to:

- Explain the rationale for the development of the 2008 Applied Epidemiology Competencies (AECs).

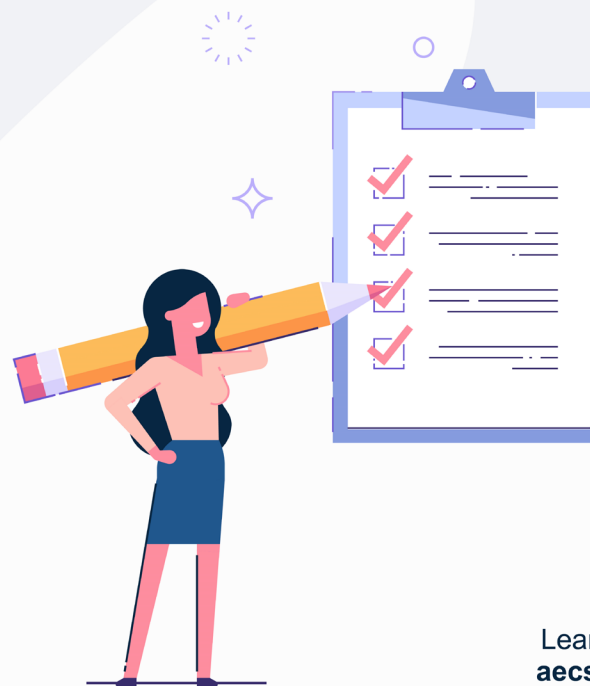
- ✓ Online asynchronous course that provides a comprehensive tutorial on the AECs and how to use them in an organization
- ✓ Self-paced learning
- ✓ **Free** on CSTE Learn

Toolkit and Trainings



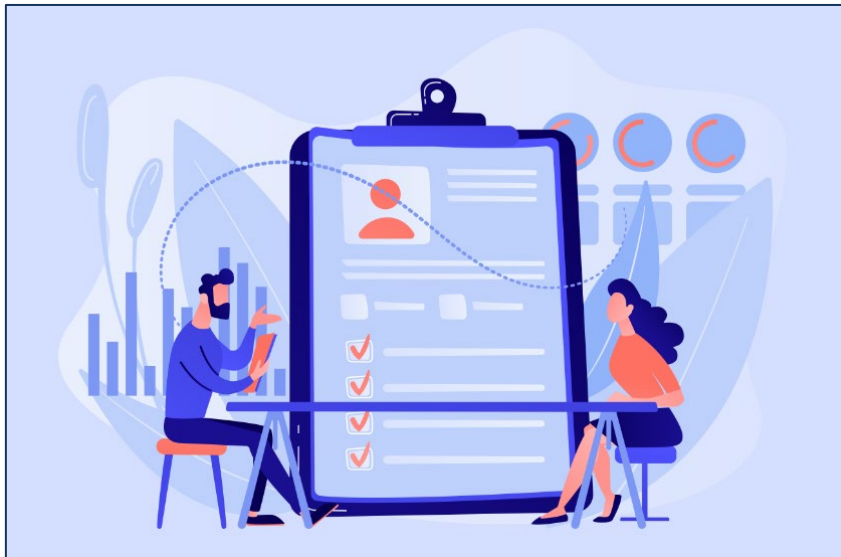
CSTE Applied Epidemiology Competencies (AECs) toolkit

Put the 2023 AECs into
everyday practice



Learn More at
aecs.cste.org

Now available at cste.aecs.org



- Aid in recruitment and retention efforts in health departments
- Align curriculum to prepare students for careers in applied epidemiology
- Make competencies easy and accessible to use
- Provide ways to self-evaluate and evaluate others knowledge, skills and abilities in the AECs

- **Putting the Applied Epidemiology Competencies into Practice: Lessons learned from the Schools of Public Health and Public Health Jurisdictions**
 - Wednesday, June 26th from 12 – 1 PM ET
 - Registration required (link in chat)
- **We want to hear what you'd like to see in the AECs toolkit**
 - Complete the AECs feedback form (link in chat)
- **Want us to come speak about the AECs or toolkit?**
 - Please reach out to WFResources@cste.org

Questions



If you have any additional questions about the AECs toolkit,
please feel free to reach out to WFResources@cste.org

Academic Health Department Learning Community

Grace Davis, Project Associate, Workforce Development, PHF

Helping AHD Partnerships Grow



- National community of practitioners, educators, and researchers exploring AHD partnerships
- >1,500 members

Variety of Activities:

- Examples and stories of AHD partnerships
- Webinars by and about AHD partnerships
- Partnership agreements
- Listserv
- Technical assistance

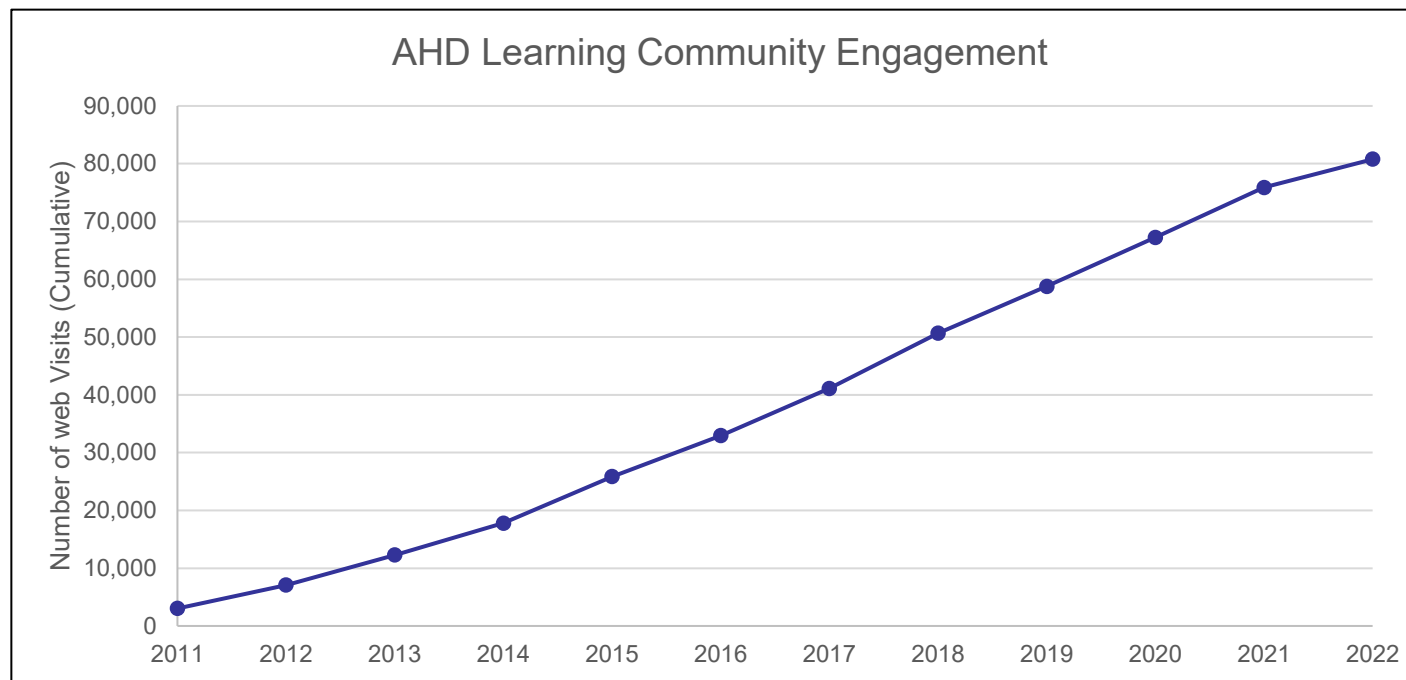
AHD Learning Community Engagement

➤ Since March 2024:

➤ >1,400 online visits

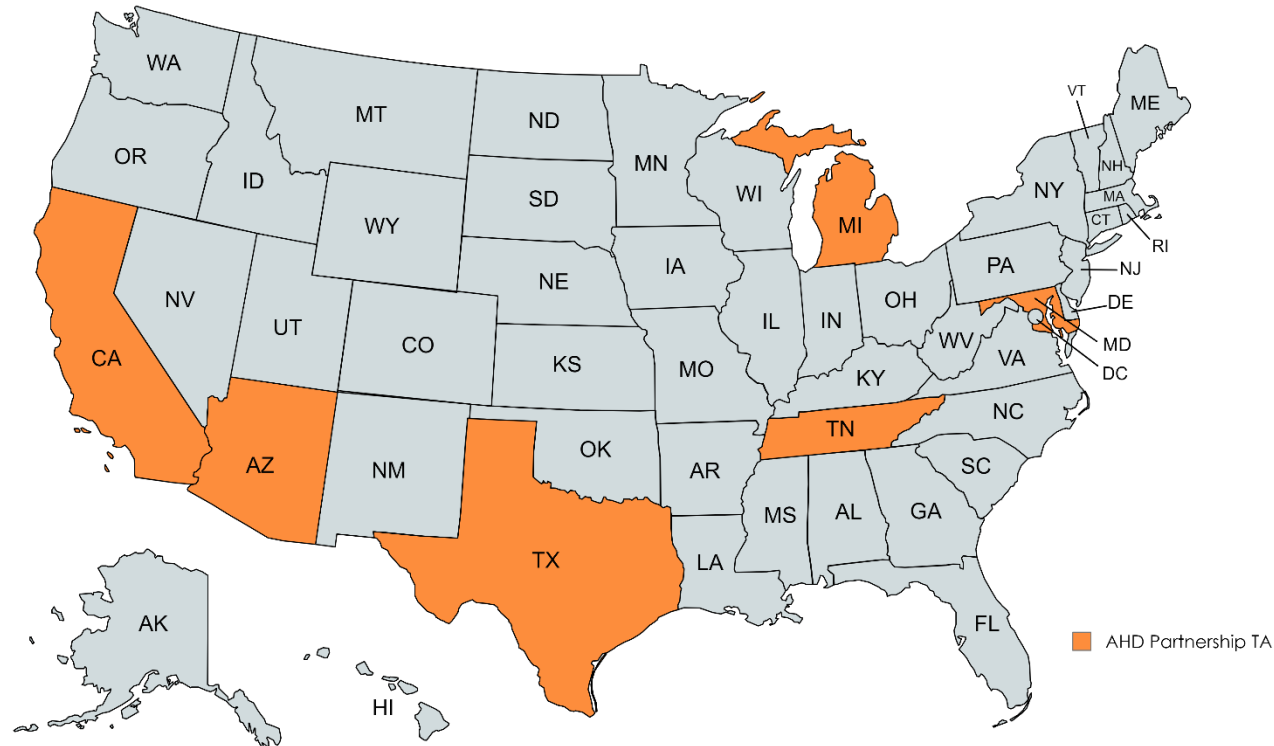
➤ Since 2011:

➤ >87,500 online visits



AHD Learning Community TA (Since March 2024)

➤ 6 requests, serving organizations in 6 states



Webinars and Conferences

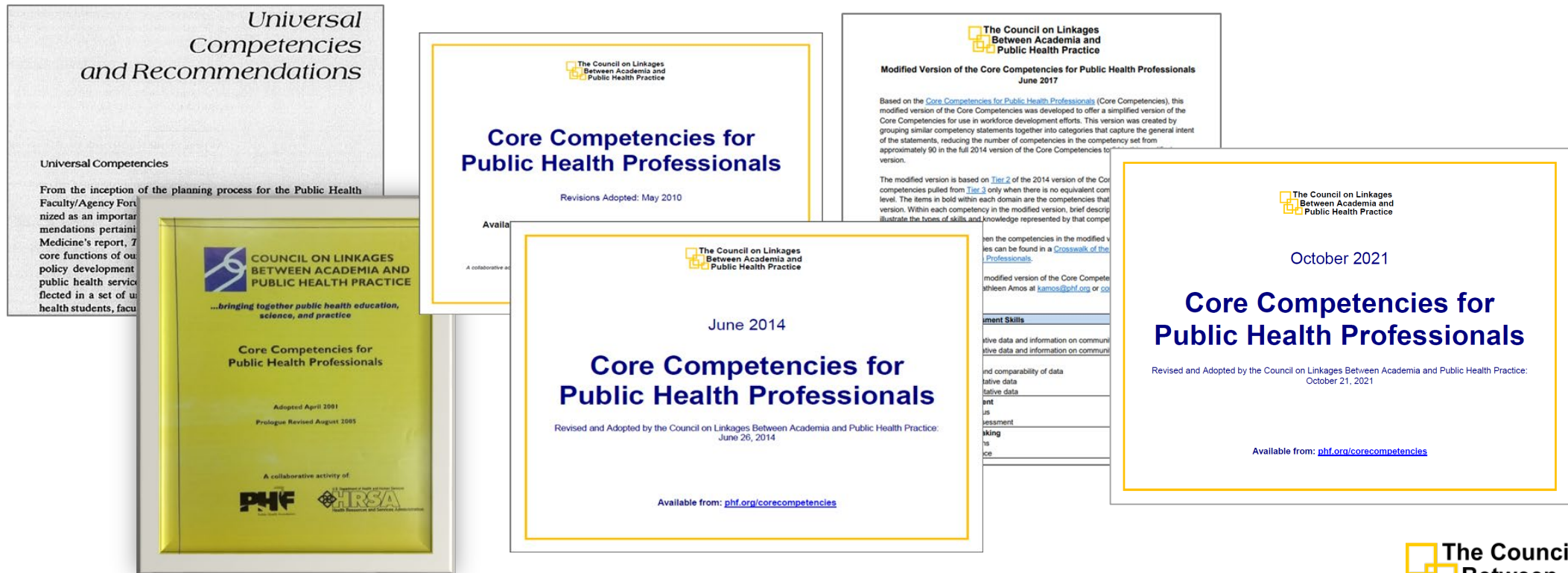
- Webinars:
 - AHD Webinar Series: *The Public Health Camp – Building an Academic-to-Practice Pipeline at Public Health – Seattle & King County* (April 2024)
 - ASTHO Workforce Pop-Up (June 2024)
- 2024 Public Health Improvement Training:
 - *Strengthening Linkages Between Academia and Public Health Practice Townhall* (June 2024, Virtual)
- CDC Seminar on AHD Partnerships (September 2024)
- 2024 Public Health Learning Forum:
 - *Enhancing Capacity Through Academic Health Department Partnerships* (October 2024)
- APHA 2024 Annual Meeting:
 - *Bridging the Gap between Workforce and Communities: The Role of Academic Health Department Partnerships in Advancing Diversity, Equity, Inclusion, and Justice* (October 2024)

Core Competencies for Public Health Professionals

Grace Davis, Project Associate, Workforce Development, PHF

Core Competencies for Public Health Professionals

- Consensus set of foundational or crosscutting knowledge and skills for public health professionals



Core Competencies Use

> Used by:

- > ~80% of state health departments
- > ~60% of tribal health organizations
- > ~55% of local health departments
- > ~25% of territorial health departments
- > ~90% of academic public health-focused programs

> Used in developing:

- > Job descriptions
- > Performance objectives
- > Workforce competency/needs assessments
- > Education and training
- > Workforce development plans
- > Discipline-specific competency sets

National Initiatives

➤ Healthy People 2030

- Public Health Infrastructure Objectives: Increase the proportion of state/local/tribal/territorial public health agencies that use Core Competencies for Public Health Professionals in continuing education for personnel

➤ Accreditation

- PHAB Domain 8/Standard 8.2: Build a competent public health workforce and leadership that practices cultural humility
- CEPH: Core Competencies were used in developing foundational competencies for accreditation criteria

➤ TRAIN Learning Network

- Course providers can select competencies aligned with their courses and learners can search by competencies to build their knowledge and skills

➤ 10 Essential Public Health Services

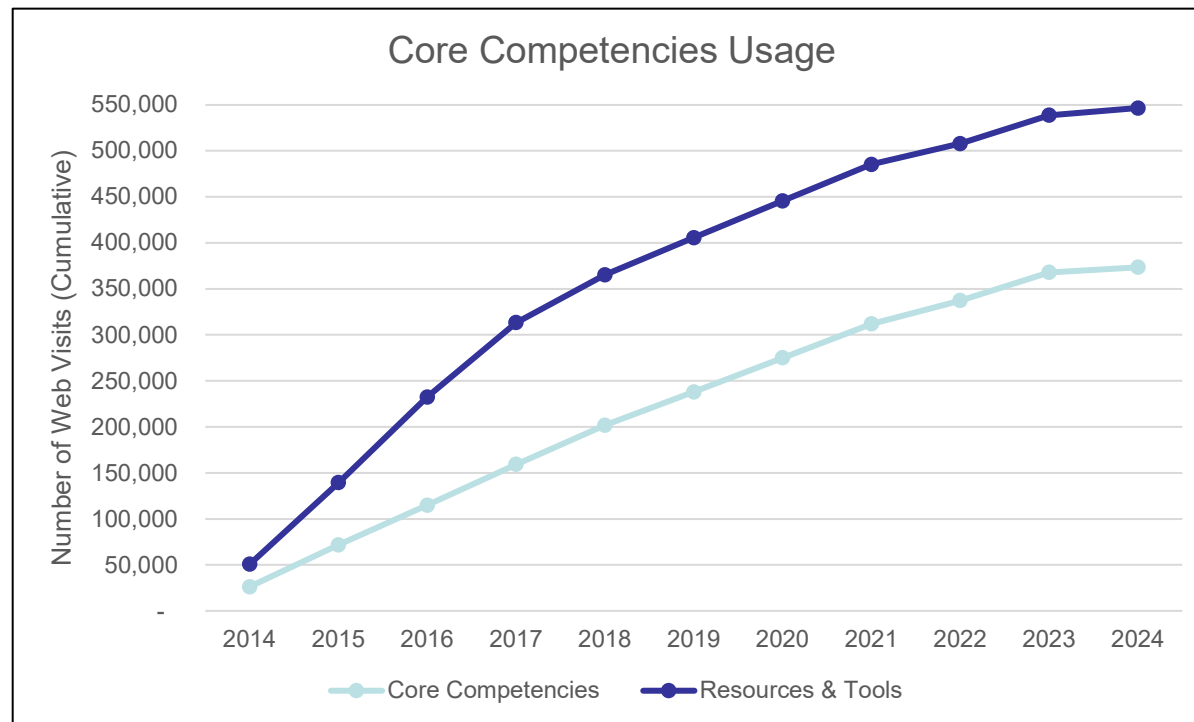
Core Competencies Usage

➤ Since March 2024:

- >4,400 online visits
- >4,600 online visits to resources and tools

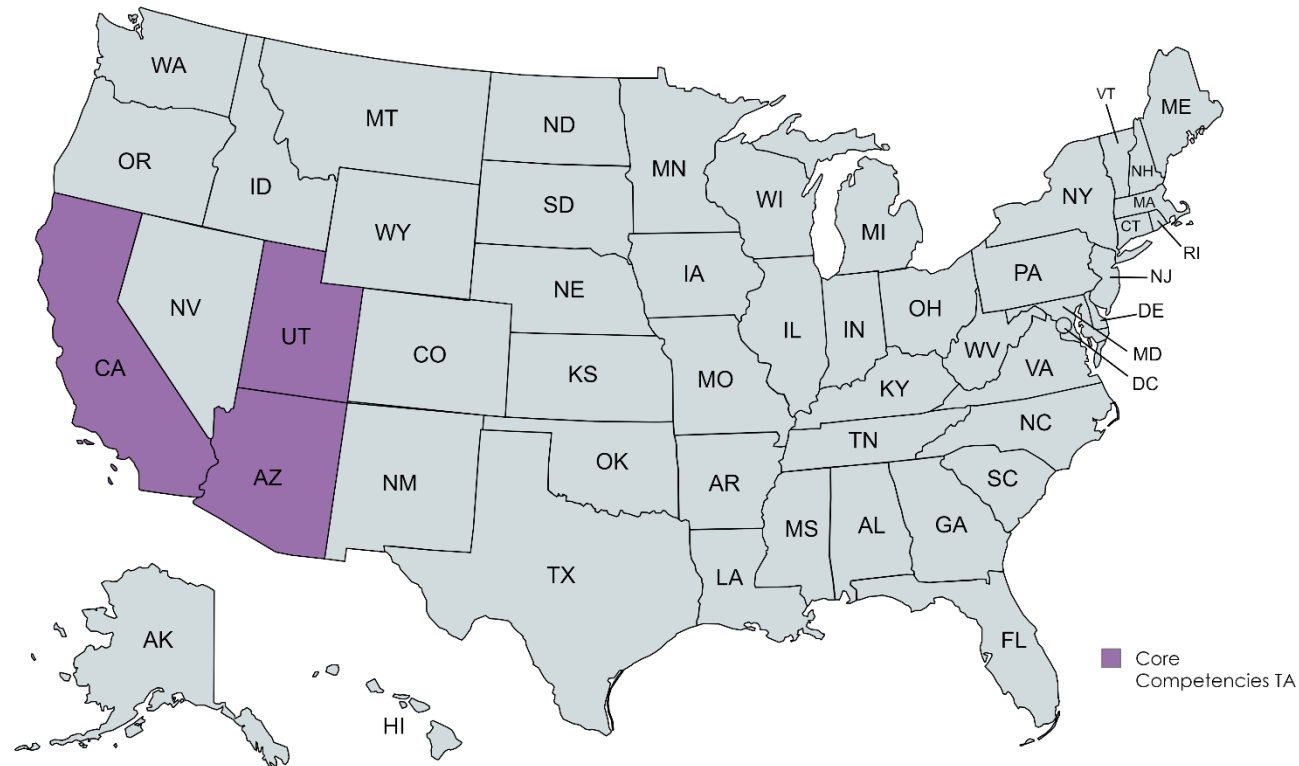
➤ Since 2021 release:

- ~177,000 online visits



Core Competencies TA (Since March 2024)

- 5 requests, serving organizations in 3 states and the United Kingdom



Webinars and Conferences

- Webinars:
 - *Using the Core Competencies for Public Health Professionals to Support Workforce Development* (May 2024)
- 2024 Public Health Improvement Training:
 - *Designing a Workforce Development Plan that Closes the Gap on Priority Competencies* (May 2024, New Orleans; June 2024, Virtual)
- 2024 Public Health Learning Forum:
 - *Using the Core Competencies for Public Health Professionals & TRAIN Learning Network for Workforce Development* (October 2024)
- APHA 2024 Annual Meeting:
 - *Using the Core Competencies to Better Prepare for a Career in Public Health* (October 2024)

Core Competencies Resources and Tools

➤ Updating existing and developing new resources and tools to support use of the 2021 Core Competencies

➤ [Core Competencies tools page](#)

➤ Now Available!

➤ [Relationship Between the Core Competencies for Public Health Professionals, 10 Essential Public Health Services, and Foundational Public Health Services](#)



The Relationship Between the Core Competencies for Public Health Professionals, 10 Essential Public Health Services, and Foundational Public Health Services

Introduction

The Core Competencies for Public Health Professionals (Core Competencies) describe crosscutting knowledge and skills for people in the field of public health. The Core Competencies underlie an organization's ability to deliver the 10 Essential Public Health Services (EPHS) and the Foundational Public Health Services (FPHS).

Definitions of Public Health As They Relate to the Frameworks

"Public health" is used in various ways. Clarity on who and what is meant in each specific use of "public health" is important. Below are a few ways this term is used:

1. The public's health, as in describing the health of populations or groups of people.
2. Public health as a field of study or professional discipline.
3. Public health as a diverse network of entities that all contribute to the health and well-being of the public through various means and initiatives. Entities may include, for example: governmental public health agencies, non-profit organizations, community groups, universities, research institutions, healthcare providers, schools, and others.
4. Public health as the governmental public health system comprised of federal, state, tribal, local, and territorial public health agencies, and their legal authorities.

Frameworks and Core Competencies

Using multiple frameworks simultaneously is the norm in any field of study or practice. Public health is no exception. Concurrent frameworks often focus on different concepts or apply concepts in different settings. The frameworks may function independently or in concert. It is important to understand who and what is addressed by each framework and how each framework is meant to be used.

Retention and Recruitment Learning Community

*Mayela Arana, Senior Program Manager, Workforce Development,
PHF*

Retention and Recruitment Learning Community

Purpose

- Foster a collaborative environment for sharing effective strategies, highlighting successes, and discussing current challenges related to retention and recruitment in governmental public health
- Provide a platform for participants committed to supporting health departments in meeting their workforce needs

Planned Focus Areas

- Organizational Culture, Workplace Environment, & Employee Experience
- Professional Development
- Human Resource Policies & Processes
- Academic Health Department Partnerships
- Workforce Pathways & Recruitment

Retention and Recruitment Workgroup

- Refine the purpose of the Learning Community
- Establish Learning Community parameters and plan of action
- Workgroup members may be requested to:
 - Review relevant materials
 - Consider input from public health professionals
 - Guide selection of Learning Community format appropriate for meeting the needs of its audiences
 - Advise on topics to be addressed during Learning Community convenings

Workgroup Meetings

- May 7, 2024
 - Introduction, Workgroup charge, and role of Workgroup members
 - Discussion of topic areas and potential partners
- June 11, 2024
 - Discussion of audience, promotion, and goals of the Learning Community
- Next Meeting: July 2, 2024
 - Prioritizing focus areas and sharing resources
 - Planning for first Learning Community meeting
- Plan to launch Learning Community in September

Conferences

- 2024 Public Health Improvement Training:
 - *Retention and Recruitment in Governmental Public Health* (May 2024, New Orleans; June 2024, Virtual)
- APHA 2024 Annual Meeting:
 - *Supporting Retention and Recruitment of the Public Health Workforce: The Role of the Council on Linkages Between Academia and Public Health Practice* (October 2024)

Council Chair Transition

Ron Bialek, MPP, Council Director

C O N G R A T U L A T I O N S



Council Leadership Positions

➤ Term Limits

➤ Chair-Elect Position

THANK YOU

Other Business and Next Steps

2024 Public Health Learning Forum: Workforce Development In Action



October 15-18, 2024 | Virtual



Registration Now Open!



Thank You!

Questions: Mayela Arana at marana@phf.org