



SCHOOL OF PUBLIC HEALTH
UNIVERSITY OF MICHIGAN

Zooming into Service:

Coordinating Public Health Practice
Opportunities in a Virtual Environment

June 16, 2022

Introduction



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Housekeeping

- Be present: delay distractions and take care of personal needs
- Ask questions and share ideas
- Participate with vulnerability
- Speak respectfully to and about others
- Keep stories that are shared confidential



Agenda

Introduction + Overview of
Presentation/Housekeeping

1

RVPHTC Work
in the Pandemic

3

Resources

5

PHAST Work
in the Pandemic

2

Breakout
Discussions

4

Designated Q&A

6



Presentation Objectives

1. Identify components of partnership relationships that can be adapted for the virtual environment
2. Discuss creative approaches to meet partnership needs in a virtual setting
3. Describe skills needed to be adaptive in times of change



From the Classroom to the Field: The World of Public Health Practice



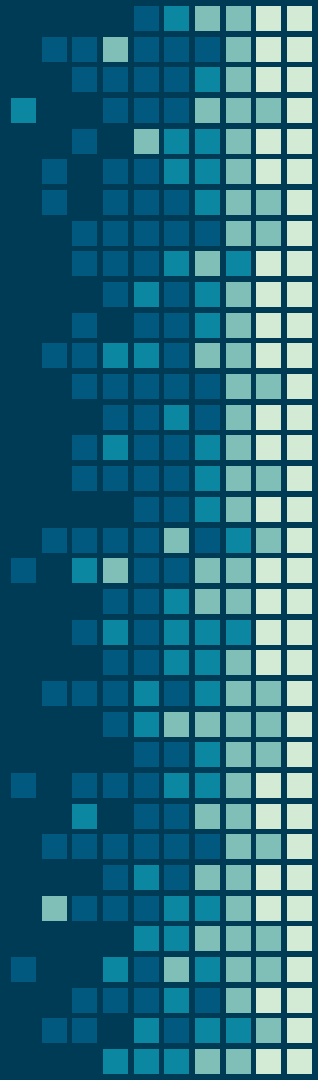
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PUBLIC HEALTH PRACTICE

MICHIGAN PUBLIC HEALTH PRACTICE

Michigan Public Health Practice builds and nurtures individual, community and organizational capacity for improved population health and greater health equity.



Our Focus



Experiential
Learning

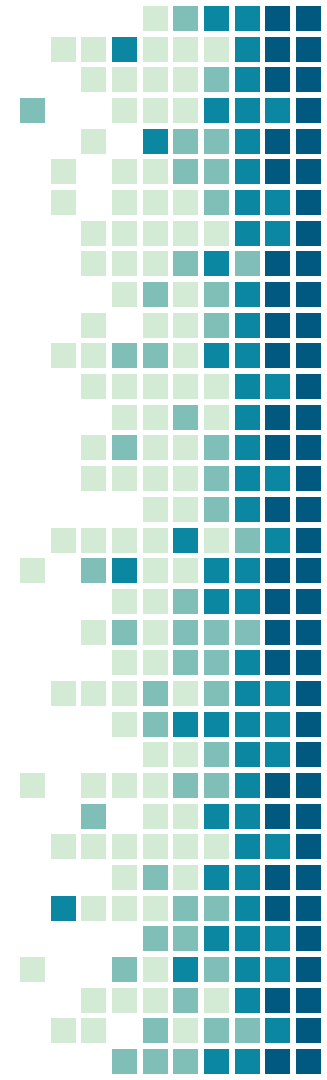


Workforce
Development



Community-
Academic
Partnerships

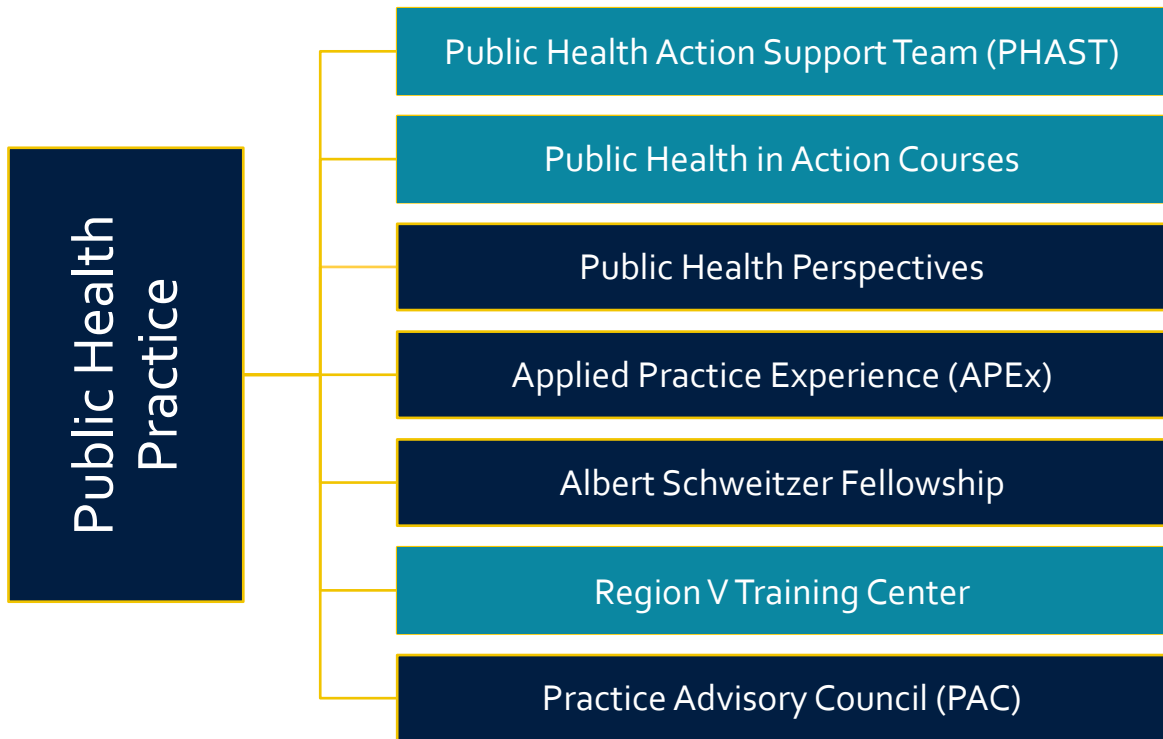
TECHNICAL ASSISTANCE



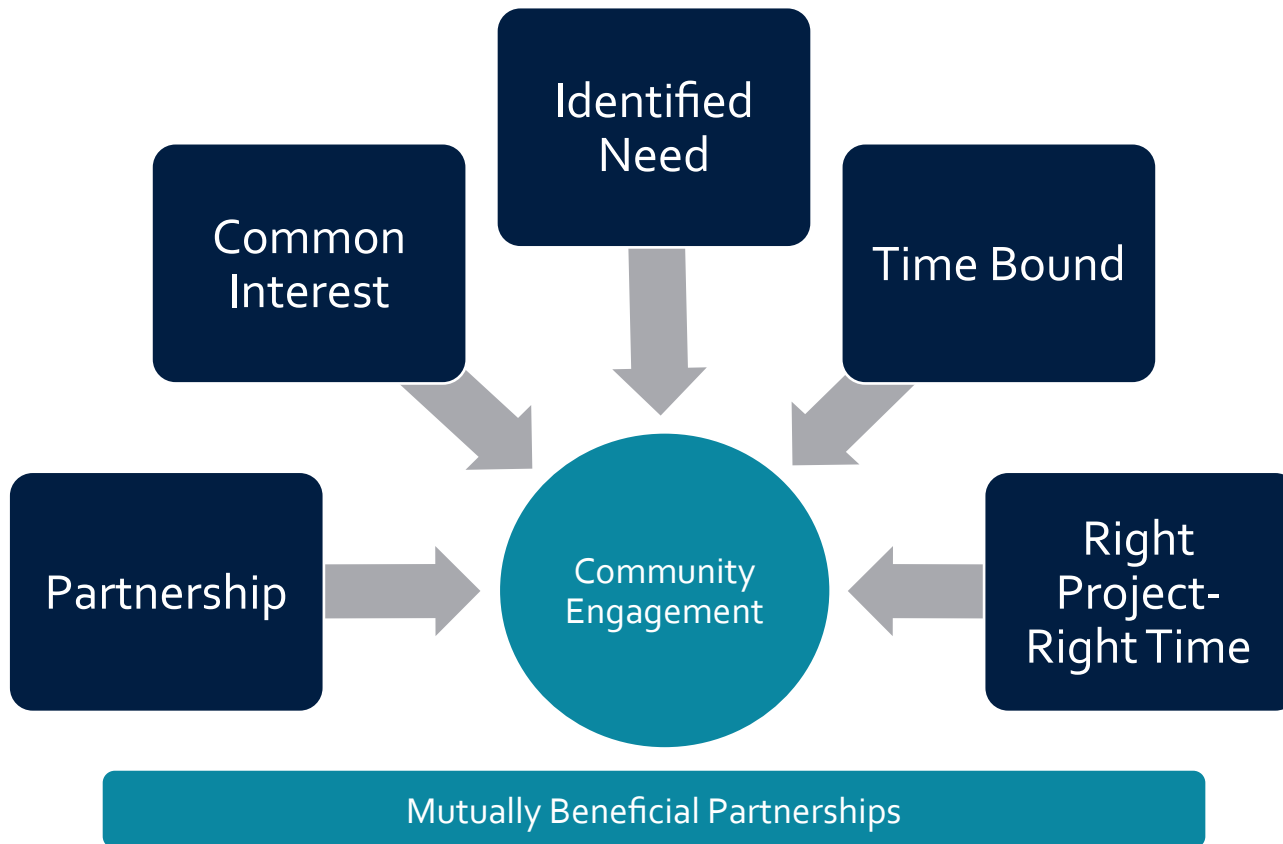


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MICHIGAN PUBLIC HEALTH PRACTICE



APPROACHES TO THE WORK

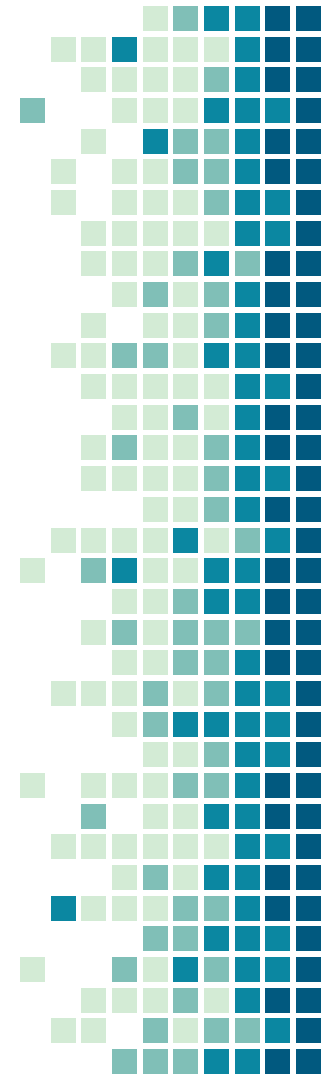




Public Health Action Support Team

Goal: To increase practical interdisciplinary learning opportunities for students at the University of Michigan School of Public Health.

Mission: To promote public health practice by providing student opportunities to assist local and State public health entities to advance their missions to improve community health.



What do PHAST members do?



PRACTICE

exploring public health challenges through different lenses, engaging with and supporting affected communities, and applying classroom learning in real-world settings.



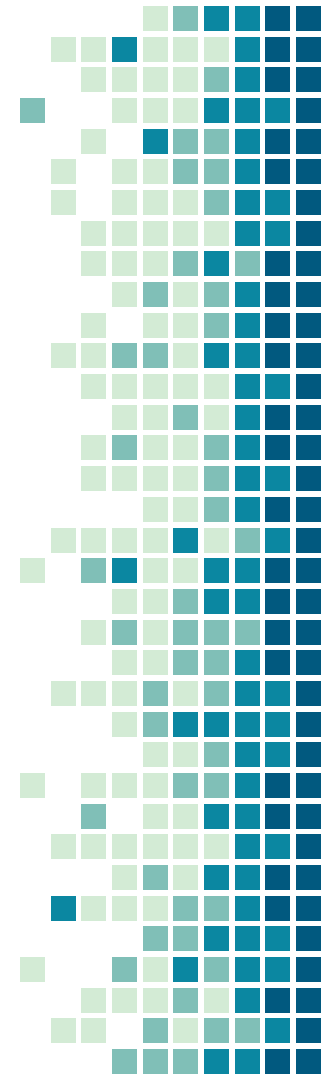
SERVE

alongside communities, practitioners, and fellow students through meaningful, engaged work that also helps to contextualize classroom learning.



DEPLOY

regionally, nationally, and throughout the world to address emerging 21st-century public health challenges while gaining practical field experience.



The Big Picture



Skill
Development

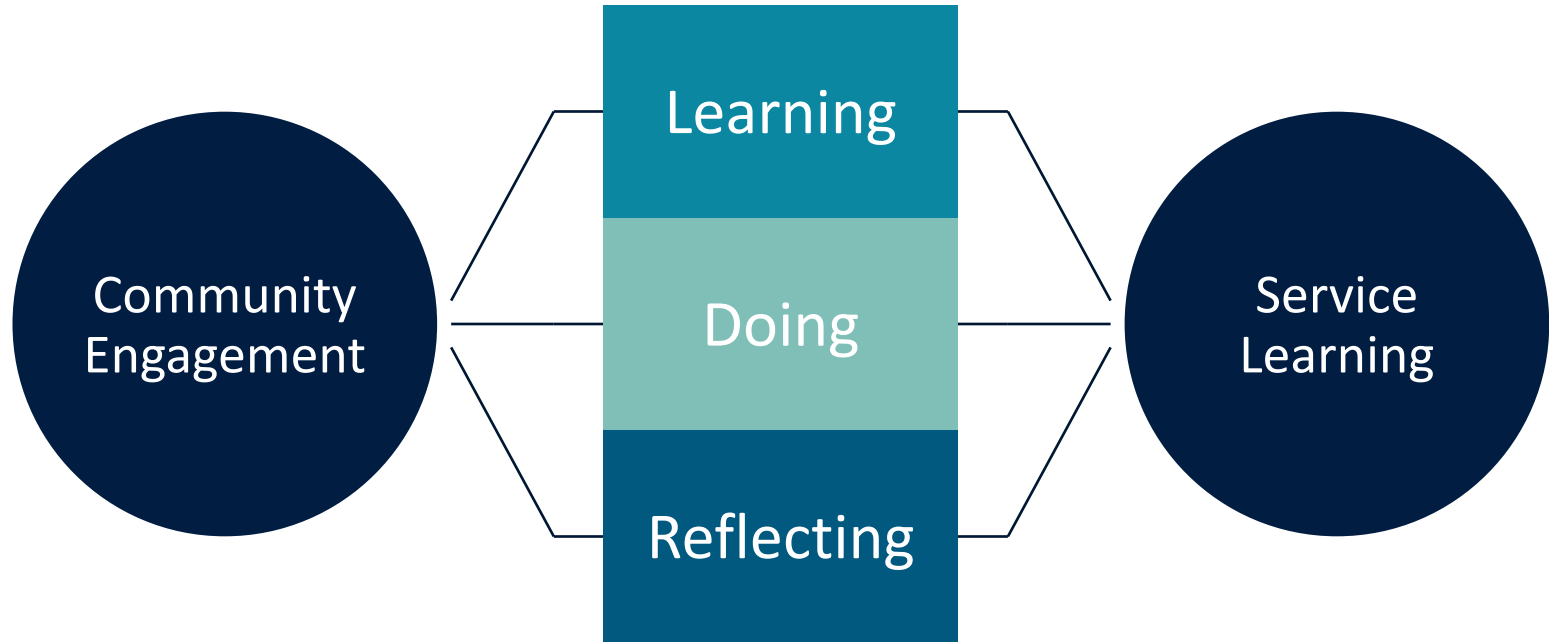


Interdisciplinary
Collaboration



Service

APPROACHES TO THE PROJECTS



Our Process

Pre-Pandemic

Project Proposed by
Community Partner

PHAST Students
Notified

Students deployed in
the community

Pandemic

Project
Proposed by
Community
Partner

PHAST
Students
Notified

Students &
Community
Partner
Connections

Students
work virtually
on projects

Past Deployments

WHY EAT TUNA FISH?



VITAMIN B12: helps you to form new red blood cells and prevents the development of anemia

OMEGA-3 FATTY ACIDS: helps to lower bad cholesterol and is associated with reduced risk of cardiovascular disease

EYE HEALTH: omega-3s also reduce the risk for dry eye and improve the health of the retina

• NUTRITION FACTS • THE BENEFITS OF BEANS



HIGH IN PROTEIN
Protein is important in growing, maintaining, and repairing the body. It also helps build muscles.



RICH IN ANTIOXIDANTS
Antioxidants help fight disease by removing dangerous chemicals, called free radicals, from the body.



HEART HEALTH
Research suggests diets that include beans may reduce heart issues and lower cholesterol.



DIABETES CARE
Beans may help stabilize blood glucose levels or even prevent diabetes from developing.



APPETITE CONTROL
Beans are rich in fiber, which can help you feel full and satisfied for longer.



GUT HEALTH
Black beans can enhance gut health by improving intestinal function and increasing beneficial bacteria.

CAN Program Utilization, Most Significant Changes, Housing Stabilization Survey

"Hello, my name is ___ and I am calling on behalf of Community Action Network from the [insert site name] site. Can I please speak to ___?"

"I am a member of the Public Health Action Support Team (PHAST) which is a group affiliated with the University of Michigan School of Public Health. We are collaborating with Community Action Network in order to conduct a quick survey regarding Community Action Network's programs and services, and how having a community center in your neighborhood has affected you. Our goal is that all of our families feel supported, have access to basic needs, and are thriving in their communities. Your responses will be completely anonymous. The survey will take approximately 10 minutes to complete. This is completely voluntary and will not impact your eligibility for current or future CAN services or programs. Your responses will be kept confidential and we will report findings in aggregate. Any direct quotes will only be shared with your permission and protecting your privacy. You are free to stop participating at any time and you can skip any questions you do not want to answer."

"Do you have additional questions for us before we begin or that would help you make your decision on whether to take part in the survey? [Do you have time to answer a few questions / Would you be willing to participate in this quick survey?]"

"Wonderful, thank you!" OR "Thank you for your consideration, please contact me at ___ if you decide to participate at another time" OR [set up alternate time to conduct survey]

COVID-19 Lesson Plan

Best for Grades: 1st – 5th
Number of Students: 25
Preferred Environment: Classroom and Outdoors

Prep Time: 10 minutes
Teach Time: 40 minutes

SUMMARY

In this lesson, students will discuss prior knowledge and view a short, student-friendly video about COVID-19. Students will engage in a hands-on activity to represent how germs can travel. Students will engage in discussion about how to prevent the spread of COVID-19 and other illnesses.

OBJECTIVES

- Students Will:
- Define viruses and explain how they can spread from one person to another
 - Describe precautions we can take to protect ourselves from COVID-19
 - Explain the importance of social distancing

MATERIALS

- Computer and projector to show video clip
- Chart paper and marker or whiteboard
- Printer paper (~5 pieces)
- Spray bottle
- Food coloring
- Tape

KEY TERMS

- Coronavirus
- COVID-19
- Symptoms
- Social Distancing
- Precautions

PRE-LESSON PREP

- Write the lesson's key question on chart paper or a whiteboard: "How can we protect ourselves and others from COVID-19?"
- Set up computer and projector (or other system to view online media) and queue up the Michigan Public Health video.
- Fill spray bottle with water and add a few drops of food coloring.

LESSON LINKS

- Michigan Public Health Video (3 mins): <https://news.umich.edu/new-video-website-explain-coronavirus-for-kids/>
- UNICEF Background Information for Educators: <https://www.unicef.org/georgia/how-teachers-can-talk-children-about-coronavirus-disease-so-vir-19>

Past Deployments



Volunteer Toolkit

Youth Enrichment Program

November 2020

Community Family Life Center

Youth Enrichment Program Volunteer Application

Thank you for your interest in becoming a volunteer for the Youth Enrichment program at the Community Family Life Center (CFLC). Please complete the following information in full and return this application to Geraldine Powell at gpowell@cflc.org.

You will be contacted approximately 2-4 weeks following submission of your application regarding acceptance or denial of participation as a volunteer.

Full Name	
Optional: Pronouns (circle)	she/her he/him they/them
Date of Birth (mm/dd/yyyy)	
Phone Number	
Email Address	
Preferred start date	

This program runs every Wednesday evening, unless otherwise stated. What length of commitment are you able to make? Indicate below.

☐ Every Wednesday for the foreseeable future
☐ Every Wednesday for a limited time Please specify commitment dates: _____
☐ Some Wednesdays for the foreseeable future
☐ As needed
☐ Other, Please describe: _____

What prior experience do you have working with youth (ages 5-17)? Please describe.

Why are you interested in becoming a volunteer for the Youth Enrichment Program? Please describe.

What special skills, experiences, or knowledge do you have that you feel could benefit the youth who attend the program? Please describe.



UNIFIED

INTAKE FORM – SSP

Demographic	
Client ID#:	Date of Service:
Location of Service:	Client Zip Code:
1. Assigned Sex at Birth: <input type="checkbox"/> Male <input type="checkbox"/> Transgender Man <input type="checkbox"/> Female <input type="checkbox"/> Transgender Woman <input type="checkbox"/> Intersex <input type="checkbox"/> Genderqueer/Gender Non-Conforming <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Prefer not to answer	2. Current Gender Identity: <input type="checkbox"/> Male <input type="checkbox"/> Transgender Man <input type="checkbox"/> Female <input type="checkbox"/> Transgender Woman <input type="checkbox"/> Non-binary <input type="checkbox"/> Genderqueer/Gender Non-Conforming <input type="checkbox"/> Genderfluid <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Prefer not to answer
Pronouns: <input type="checkbox"/> He/Him <input type="checkbox"/> She/Her <input type="checkbox"/> They/Them <input type="checkbox"/> Other (specify) _____	
3. Race (Check Only Those That Apply): <input type="checkbox"/> White/Caucasian <input type="checkbox"/> Black/African American <input type="checkbox"/> Middle Eastern <input type="checkbox"/> Asian <input type="checkbox"/> Native American/Alaskan Native <input type="checkbox"/> Hawaiian/Pacific Islander <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Prefer not to answer	4. Ethnicity: <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Arab <input type="checkbox"/> Chaldean <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Prefer not to answer
5. Housing <input type="checkbox"/> Own house or apartment <input type="checkbox"/> Someone else's house or apartment <input type="checkbox"/> Transitional living (tx, halfway, etc) <input type="checkbox"/> In a shelter <input type="checkbox"/> Outside <input type="checkbox"/> Other (specify) _____	6. Health Insurance <input type="checkbox"/> Not insured <input type="checkbox"/> Covered through work or privately <input type="checkbox"/> Covered through family member <input type="checkbox"/> Medicare/Medicaid <input type="checkbox"/> Other (specify) _____
7. Have you been to a primary care provider in the last 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No	8. Have you been to the Emergency Room/ER in the last 12 months? <input type="checkbox"/> Yes <input type="checkbox"/> No
9. How did you hear about our program? <input type="checkbox"/> Word-of-Mouth <input type="checkbox"/> Michigan.gov/SSP Website <input type="checkbox"/> Advertisement <input type="checkbox"/> Social Media <input type="checkbox"/> Print <input type="checkbox"/> Billboard <input type="checkbox"/> Facebook <input type="checkbox"/> Snapchat <input type="checkbox"/> Television <input type="checkbox"/> Twitter <input type="checkbox"/> Instagram <input type="checkbox"/> Radio <input type="checkbox"/> Other (specify) _____	10. Transportation to visit our sites: <input type="checkbox"/> Public <input type="checkbox"/> Private <input type="checkbox"/> Ride/scooter share <input type="checkbox"/> Walk/bike <input type="checkbox"/> Other

1/2021

EQUITY TOOL

for Designing and Assessing
Community Interventions

A product of the Healthy Dearborn Health
Disparities, Health Equity Action Team



M PUBLIC HEALTH PRACTICE

Healthy Dearborn Coalition

Unified

Past Deployments



Volunteering Policy Overview

Introduction

The Grenada Red Cross Society (GRCS) strives to be a national network that nurtures voluntary action to deliver dynamic, flexible, and value-based humanitarian services to serve people and communities in need, locally and across generations, in line with the Seven Fundamental Principles of the Red Cross Movement. This voluntary action is supported by a leadership that creates and measures the enabling conditions for inclusive, safe, and secure, and innovative engagement and provides opportunities for a diverse group of volunteers, who can learn from each other and act together.

The [IFRC Strategy 2030](#) emphasises volunteering as one of the key transformations required to respond to future challenges. Through this policy the GRCS commits to re-imagining volunteering and to taking measures to generate a healthy and sustainable increase in the engagement, motivation, and retention of volunteers in our National Society, including ensuring the safety, security and wellbeing of volunteers.

Purpose & Framing

The purpose of the volunteering policy is to guide volunteering in the GRCS. Framed by the IFRC Strategy 2030, the policy draws from:

- The Volunteer Charter (adopted by the General Assembly in 2017 and the Council of Delegates in 2019)
- The study of the implementation of the 2011 Volunteering Policy by National Societies
- The Global Review on Volunteering
- The IFRC Analysis of Volunteering & Youth Analysis in the Americas Region
- The Volunteering Development Framework in the Americas

The policy should be considered in relation to the National Society Development Policy, the Gender and Diversity Policy, the Youth Policy, and the Guidance for National Society Statutes.

Red Cross Volunteer Policy

PHAST Team: Ashley Tanksley, Ian Smith, Kyra Powers, Katie Grandinetti, Sasha Trebyakova



Red Cross

Grenada Group Home Infection Prevention Protocol



Written By:

University of Michigan Public Health Action Support Team (PHAST) Members

Briana Bowen, Brooke LaMere, Manon Nitta, and Kaitlin Schwarz

with support from Dr. Laura Power and Sadé Richardson

PHAST Infectious Disease Protocol Project

Collaboration between PHAST at the University of Michigan and Grenada, Ministry of Social Development and Housing

Grenada Ministry of Social Development, Housing & Community Empowerment

Evaluation Report for the Grand Bacolet Juvenile Rehabilitation and Treatment Centre



Grand Bacolet Juvenile Rehabilitation and Treatment Centre



Written By:

University of Michigan Public Health Action Support Team (PHAST) Members

Brandon Bond, Rebecca Bussa, Christopher Crowe, Kandyce Keller

with support from Dr. Simone Charles and Sadé Richardson

GBJRTC Evaluation Report

University of Michigan Public Health Action Support Team (PHAST) Members:

Brandon Bond, Rebecca Bussa, Christopher Crowe, Kandyce Keller
Faculty Lead: Dr. Simone Charles
PHAST Lead: Sadé Richardson

Grenada Ministry of Education: Drug Control Secretariat

Benefits of Virtual Projects



Led to a greater variety of student participants (online & residential working together)



Projects lasted longer/had greater continuity



Greater project reach (worked with both domestic & international partners)



Fostered creativity and innovation

Lessons Learned



Communicate
clearly and often
with different
methodologies



Ask lots of
clarifying
questions



Offer
opportunities for
feedback



More time
consuming



REGION **V** **PUBLIC HEALTH**
TRAINING CENTER

Dany Zimmel, MPH
Training and Engagement Manager

Region V Public Health Training Center



We seek to advance the skills of the current and future public health workforce to improve population health outcomes.


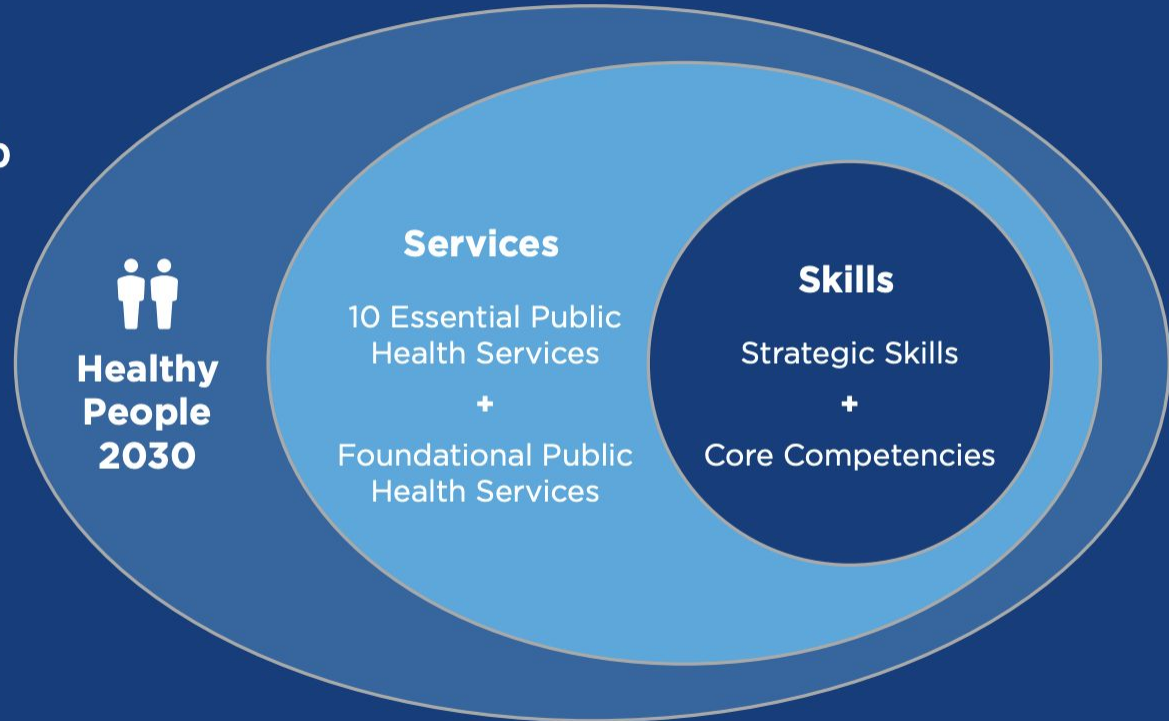
A decorative horizontal bar at the bottom of the slide, composed of five colored segments: orange, teal, yellow, green, and dark grey.

FIGURE 1.

The Relationship between Skills, Services, and Healthy People 2030

Note: Similar to an ecological model, Healthy People 2030 is influenced by public health's ability to carry out services, which is influenced and supported by the public health workforce's skills, knowledge, and abilities. The Strategic Skills and Core Competencies support the workforce in achieving its ultimate goals.



Background

- Experience with live online trainings via Zoom
- Provide sponsorships for in-person conferences

<https://www.rvphhc.org/training-library/>

HOME TRAINING ▾ TRAINING NEEDS ASSESSMENT STUDENT EXPERIENCES ▾ RESOURCES ▾ ABOUT US ▾ 🔍

TRAINING LIBRARY

Keyword Search 🔍

Sort by ▾

CONTINUING EDUCATION CREDIT

☐ Certificate (69)
☐ CHES (63)
☐ CNE (26)
☐ CPH (8)
☐ MCHES (14)
☐ N/A (49)
☐ Other (3)

COST

MODALITY


☐ Live Webinar (1)
☐ On-Demand Webinar (85)
☐ Podcast (17)
☐ Self-Paced (24)

FOUNDATIONAL PUBLIC HEALTH SERVICES

STRATEGIC SKILL DOMAINS

CORE COMPETENCIES FOR PUBLIC HEALTH PROFESSIONALS


PROFESSIONAL TIER



ENROLL (CE)

HOW TO MAINTAIN YOUR CHES/MCHES CREDENTIAL 2021


This training describes the purpose and process for continuing education contact hours for CHES/MCHES.



ENROLL (CE)
ENROLL (NO CE)

ETHICS IN PUBLIC HEALTH

This live webinar discusses approaches to identifying and addressing ethical issues in public health practice, and the role of an ethics committee in this process.



ENROLL (CE)
ENROLL (NO CE)

EVALUATING YOUR WORKFORCE: ASSESSING YOUR ORGANIZATIONAL ENVIRONMENT, SELECTING YOUR COMPETENCIES, AND ASSESSING YOUR TRAINING NEEDS

This second webinar in a 3-part series will address evaluating your agency public health workforce and go over training and evaluation resources.

Identifying Barriers & Needs

Barriers

- Time, time, time
- Competing demands with COVID-19 response

Needs

- How can we ensure the virtual summits meet the same goals as those during an in-person setting?
 - Engaging our participants
 - User-friendly as possible for presenters *and* attendees



Adjust, Assess, Repeat

Pivoted in-person conferences to virtual conferences

- Held frequent planning meetings and check-ins
 - Tech test calls and run-through with speakers, moderators, admins
- Walked through platform options with planning committee
- Demonstrated interactive features, within and outside of Zoom
- Provided templates for slides, agenda tracking, etc.
- Held a debrief session to discuss what worked well and what didn't
- Used lessons learned to inform future virtual events

Shifted in-person conferences to live webinars

- Provided similar TA support
- Co-hosted single webinars / multi-part webinar series with partners who canceled their spring/summer 2020 events

Outputs & Outcomes

Outputs

- Developed guidance resources for partners and internal use
 - Zoom Best Practices & Features Guide
 - Virtual Event Partnership Guide & Timeline

Outcomes

- Strengthened relationships with current partners
- Fostered relationships with new partners
- Integrated debriefs/hot washes to assess challenges and lessons learned



Breakout Discussion

Directions: Find a partner near you to answer the questions below. Prepare to share with the group later.

Questions: 10 min.

- How has working in a virtual environment impacted your work?
- What are some challenges you have had working virtually with community partners?
- What are some creative methods you can employ to effectively meet the needs of your organization?

Share out: 10 min.



Housekeeping Examples

Housekeeping

- This webinar is being recorded.
- Everyone is muted and video is disabled.
- Enter your questions or comments into the chat box. We will not be using the Raise Hand function in this webinar. We may respond to some questions directly in the chat and will do our best to get to as many questions as possible.
- We do not offer continuing education (CE) credits for this summit. However, you may submit documentation from this Summit to obtain CE on your own.
- A certificate of attendance will be available to those who attend.

Columbus Public Health & Franklin County Public Health

Tech Logistics (Zoom Meeting)

- Mute on/off (keep muted when not talking)
- Video on/off
- Chat: enter questions/comments
- Rename yourself
- Gallery/Speaker view
- This session is being recorded (not including breakouts). We'll send an email notification once the on-demand is available.

Requirements for CE &/or Certificate

- Sign in by 10 min. after start
- Complete the evaluation

Group Agreements

- Be present and participate with vulnerability.
- We encourage being present via audio and video.
- Ask questions and share ideas.
- Delay distractions; Take care of personal needs.
- Speak respectfully to and about others.
- Keep stories that are shared confidential.



Resources

Poll Everywhere activities (Word Cloud, live polling)

- Assess demographics, level of experience - in real time
- Temperature check: Did you find the info. useful?
- Word cloud: one key takeaway from the presentation

What comes to mind when you think of environmental justice?



Powered by  Poll Everywhere

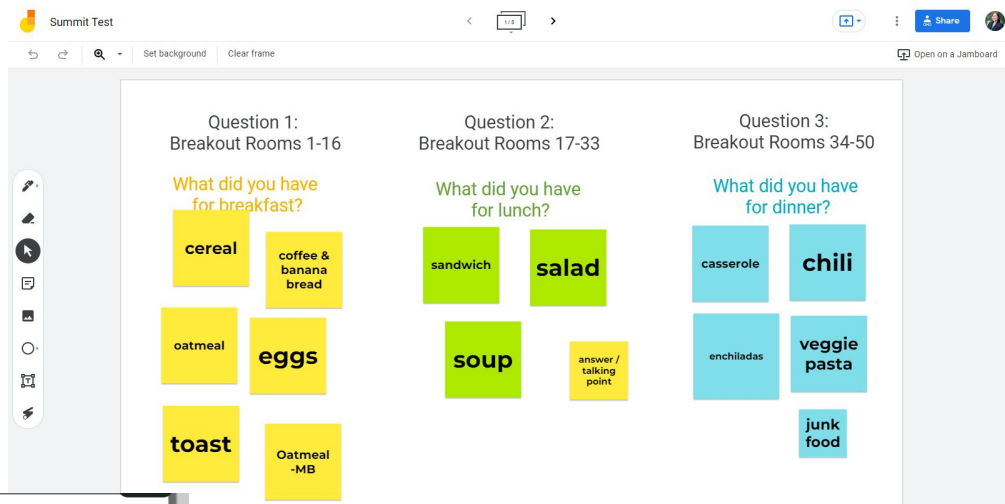


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Resources

Google Jamboard, IdeaBoardz

- Compare/contrast
- Capturing ideas
- Pros/cons & up/down voting



IdeaBoardz brainstorm, retrospect, collaborate

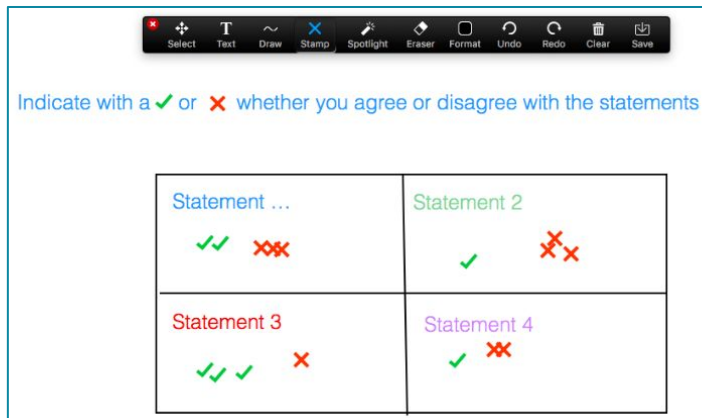
How does it look



Resources

Zoom: whiteboard, annotate, breakout rooms

- Voting/rating
- Snapshots
- Relational mapping (quadrants)



Indicate with a ✓ or ✗ whether you agree or disagree with the statements

Statement 1 ✓✓ ✗✗	Statement 2 ✓ ✗✗
Statement 3 ✓✓✓ ✗	Statement 4 ✓ ✗

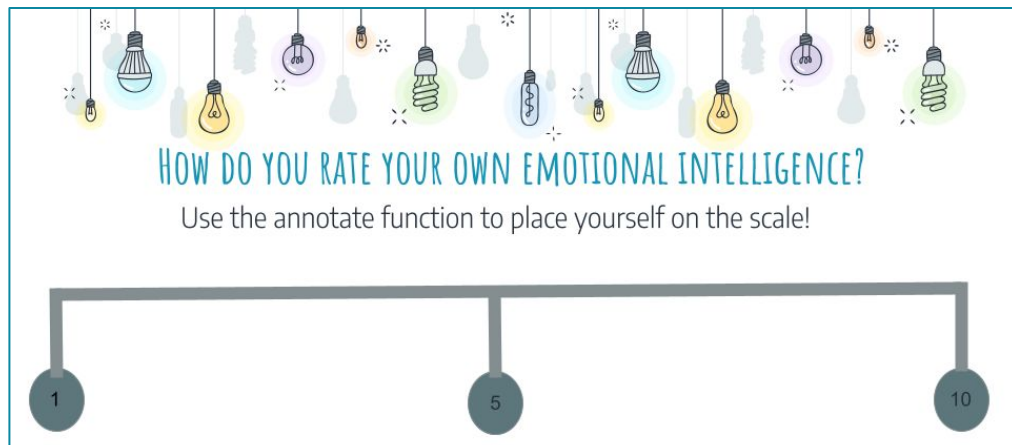
Librating Structures: 1-2-4-All Activity

Purpose: to engage individually, in pairs, and in groups to generate and explore different ideas, suggestions, and questions

1. **Structure:** Ask a question about what different terms mean to you
2. **Space:** Zoom breakout rooms. Use notepads or Word document to record observations and insights.
3. **Participation:** Everyone is included with equal opportunity to contribute
4. **Configuration:** Individual → Pairs → Groups of four → Whole group
5. **Sequence:** 1-2 mins Individual reflection → 2-5 mins Pairs generate & share ideas → 2-5 mins Groups of four share ideas from pairs → 5 mins Each group shares one important idea with all and meanings/conclusions are recorded



Source: Keith McCandless, H. L. (n.d.). Librating Structures. Retrieved from <http://www.libratingstructures.com/1-1-2-4-all/>



HOW DO YOU RATE YOUR OWN EMOTIONAL INTELLIGENCE?

Use the annotate function to place yourself on the scale!

1 5 10

MATTHEW

Q&A

- Questions, comments, curiosities?



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Thank you!

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