Zooming into Service:
Coordinating Public Health Practice Opportunities in a Virtual Environment

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Introduction

Sadé Richardson, MPH, LLMSW-Macro
Manager of Strategic Partnerships & Experiential Learning,
Office of Public Health Practice

Dany Zemmel, MPH
Training & Engagement Manager,
Region V Public Health Training Center
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

1. Introduction + Overview of Presentation/Housekeeping
2. PHAST Work in the Pandemic
3. RVPHTC Work in the Pandemic
4. Breakout Discussions
5. Resources
6. Designated Q&A
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
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
APPROACHES TO THE WORK

- Identified Need
- Common Interest
- Time Bound
- Partnership
- Right Project - Right Time

Mutually Beneficial Partnerships
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

- Community Engagement
- Learning
- Doing
- Reflecting
- Service Learning
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

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 quest? / 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]

Community Action Network
Past Deployments

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 on this form and return the application to Gabrielle Tait at gaitait@umich.edu.

You may be contacted approximately 4 weeks following submission of your application regarding availability or denial of participation as a volunteer.

Full Name
National PIN (Must)
Phone
Email

Preferred Contact Info

Volunteer Toolkit
Youth Enrichment Program
November 2020

Community Family Life Center

EQUITY TOOL
for Designing and Assessing Community Interventions
A product of the Healthy Dearborn Health Disparities, Health Equity Action Team

Healthy Dearborn Coalition

Unified
Past Deployments

Grenada Ministry of Social Development, Housing & Community Empowerment

Grenada Ministry of Education: Drug Control Secretariat

Red Cross

Volunteering Policy Overview

Introduction
The Grenada Red Cross Society (GRCS) strives to be a national network that delivers services to vulnerable persons with an emphasis on emergency preparedness and response. The organization is dedicated to improving the health and well-being of the Grenada society through its humanitarian activities. Volunteer engagement and dedication are key components in achieving the vision of the GRCS.

The GRCS Strategic Plan emphasizes volunteerism as a core element in its mission to improve the quality of health services provided to the population. Volunteer management is essential in the execution of the GRCS’s vision and in delivering the services that are vital in the community. An updated volunteer policy is essential to: (i) protect staff and volunteers from potential harm or liability; (ii) ensure the safety and security of staff, volunteers, and the community; and (iii) ensure the well-being of staff and volunteers. The new policy will also promote a culture of inclusion, respect, and diversity, ensuring that all volunteers are treated equally and are given equal opportunities to contribute to the mission.

Grenada Group Home Infection Prevention Protocol

Written By:
University of Michigan Public Health Action Support Team (PHAST) Members
Brice Bowen, Brooke LaMere, Marion Nii, and Kuhlthi Schwetz

with support from Dr. Laura Power and Sadi Richardson

Red Cross Volunteer Policy

PHAST Team: Ashley Treadway, Ian Smith, Kaye Flax, Katie Grandnol, Shada Tang挝awa

PHAST Infectious Disease Protocol Project

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

Evaluation Report for the
Grand Bacuet Juvenile Rehabilitation and Treatment Centre

Written By:
University of Michigan Public Health Action Support Team (PHAST) Members
Brandon Bond, Rebecca Bussel, Christopher Crowe, Kadrice Rollins
with support from Dr. Ulene Cheehe and Sadi Richardson
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 Zemmel, 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.
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.rvphtc.org/training-library/
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

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?

- community policies
- equity
- accessibility
- nature
- injustice
- fairness
- trees
- saving
- children
- our
- right
- creating
- rights
- pollution
- environment
- resource
- indigenous
- environment
- race
- resources
- clean air
- climate
- change
- access
- money
- urban planning
- protection
- clean water
- land
- environments

Powered by Poll Everywhere
Resources

Google Jamboard, IdeaBoardz
- Compare/contrast
- Capturing ideas
- Pros/cons & up/down voting

Source: https://ideaboardz.com/
Resources

Zoom: whiteboard, annotate, breakout rooms
  ▪ Voting/rating
  ▪ Snapshots
  ▪ Relational mapping (quadrants)

Liberating 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

Q&A

- Questions, comments, curiosities?
Thank you!

Sadé Richardson richsade@umich.edu
Dany Zemmel dzemmel@umich.edu