

IMPACT

Improving Public Health
Management
for Action

August 30, 2015 DRAFT

Course Catalog and Schedules

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About This Handbook

Audience

This handbook is intended as guidance to provide information to the IMPACT program leadership, including the Program Director, Resident Public Health Advisor, and Senior Ministry of Health leaders to implement, administer, and evaluate the IMPACT program.

This information may be revised depending on country requirements.

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Overview of Training Activities

The didactic and formal learning activities throughout the two-year IMPACT program are described in the following sections. These activities may be adjusted based on an initial assessment of a country's needs in each area.

Course 1: Orientation and Introduction to Public Health Management

The IMPACT Orientation and Introduction to Management is held during the first three weeks of the training program. Emphasis is placed on the development of critical knowledge and skills needed to be productive immediately upon starting the fellowship. Topics include: how public health disciplines are applied in public health programs, project management, monitoring and evaluation, effective communication, and technology for public health. Fellows are also oriented to the assigned performance requirements associated with the IMPACT program.

Monthly seminars

Each month fellows will be expected to participate in a brief seminar. The duration of each seminar may be between 1-2 hours. Topics and learning objectives will be selected to support the fellows' fieldwork, extend or enhance the didactic curriculum.

The monthly seminars provide several benefits as follows:

- Allows for adaptation and flexibility in the didactic curriculum to meet the needs of the fellows
- Creates a venue for speakers who may not otherwise be available
- Provide opportunities for the fellows to develop their skills in making presentations
- Provides continuity over the 2 year curriculum
- Provides additional forums to connect fellows to in-country experts and to one another while in the field

Course 2: Emergency Planning, Preparedness, and Response Skills; Crisis & Emergency Risk Communications

Public Health Managers are frequently required to support planning, logistics, communications, staffing, and other operational activities as part of a larger emergency preparedness and response effort. While specific responsibilities and procedures are determined by national and local systems, there are important public health competencies associated with preparedness and emergency response, such as leadership, working effectively with a variety of roles, supporting staff, communicating and managing information, planning and improvement, and safety and wellbeing. While similar to leadership and management competencies required during non-emergency situations, crisis and emergency situations demand additional levels and nuances of skill and competence in these areas. The purpose of the workshop will be to develop knowledge and provide opportunities for practice around these fundamental competencies.

Course 3: Community Participation and Community Health Needs Assessment

A one week didactic component of the IMPACT program will focus on the competency domain of Community Participation and Community Assessment. Through formal training and real-world case studies, fellows will develop their ability to partner and collaborate with community stakeholders, design and complete community health needs assessments, and identify community assets and key resources for services.

Project Management Symposium

The Project Management Symposium takes place each year for one week. Fellows from all countries will gather for this symposium, if possible. The symposium provides a forum for IMPACT fellows to advance fundamental knowledge and skills in project management. IMPACT fellows have the opportunity to give presentations based on the results of their project management work. Skill-building sessions are provided on a variety of topics. The symposium also provides IMPACT fellows with the opportunity to strengthen their professional network with fellows from all participating countries and colleagues in public health.

Course 4: Budget & Financial Planning Skills

This course provides participants advanced training in budget development processes for national health programs. Fellows will develop their knowledge of how to develop a budget - incorporating all of the essential factors required in a health program budget - and also learn how to manage and update it. Making use of lectures, in-class discussions and exercises incorporating real-life situations, this course will guide participants to higher levels of budgeting and financial expertise and responsibility.

Course 5: Organizational Leadership & Systems Thinking Skills; Training, Mentoring, & Delegation

As the IMPACT fellowship draws towards its close, fellows will have developed confidence in their practical project and program management skills. This course will reflect on and explore the advanced competencies related to Organizational Leadership and Systems Awareness.

Final Presentations and Evaluation

The IMPACT fellowship program will conclude with the fellows coming together to share final presentations related to their work and to celebrate their achievement. They will also prepare for the next steps in their careers, which may include transition into a public health management or supervision roles as well as the training, and mentoring new IMPACT fellows.

Sample Two-Year Training Schedule

This sample schedule begins in July, following a 6-month planning process with the Ministry of Health.

Year 1	Duration	1	2	3	4	5	6	7	8	9	10	11	12
Course 1: Orientation and Introduction to Public Health Management	3 weeks												
Course 2: Emergency Planning, Preparedness, and Response Skills; Risk Communications	1 week												
Course 3: Community Health Assessment; Community Partnership and Development Skills	1 week												
Project Management Symposium (All fellows together)	1 week												
Assigned Performance Requirements (with Resident Advisor Support and Mentoring)	Ongoing												
Monthly seminars (Up to 24 hours per calendar year)	Monthly												
Year 2	Duration	1	2	3	4	5	6	7	8	9	10	11	12
Course 4: Budget & Financial Planning Skills	1 week												
Course 5: Organizational Leadership & Systems Thinking Skills; Training, Mentoring, & Delegation	1 week												
Assigned Performance Requirements (with Resident Advisor Support and Mentoring)	Ongoing												
Monthly seminars (Up to 24 hours per calendar year)	Monthly												
Final Presentations and Evaluation	1 week												

The schedule will result in a ratio of approximately 10-15% didactic training, 10-15% mentoring, and 70-80% on-the-job training.

Course 1: Sample Agenda Orientation and Program Management

A more detailed hourly schedule appears in the appendix of this document. Note that this schedule assumes that there will be two 30 minute tea breaks, a 60 minute lunch break, and a 30 minute daily debrief (totaling 2 ½ hours). This is a sample schedule and may be adjusted as needed.

Sample Agenda Week 1					
Day One	Day Two	Day Three	Day Four	Day Five	Day Six
<ul style="list-style-type: none"> • Program Opening • Intro to IMPACT Program: Overview, Roles, Work Plan, Strategic Communications 	<ul style="list-style-type: none"> • Public Health 101: <i>Intro to Public Health, Prevention Effectiveness, Laboratories, Surveillance, Epidemiology, Biostatistics, Social and Behavior Science, Policy, Environmental Health</i> 	<ul style="list-style-type: none"> • Technology for Public Health • Prioritizing Public Health Problems • Program Planning: Overview; Define Problem 	<ul style="list-style-type: none"> • Program Planning: <i>Goal and Objectives; Interventions; Implementation and Evaluation Plans</i> 	<ul style="list-style-type: none"> • Oral Communications • Written Communications • Time Management 	<ul style="list-style-type: none"> • Conflict Management • Team Building
Sample Agenda Week 2					
Day One	Day Two	Day Three	Day Four	Day Five	Day Six
<ul style="list-style-type: none"> • Project Management: <i>Introduction, Stakeholder Analysis, Situation Analysis</i> 	<ul style="list-style-type: none"> • Project Management: <i>Problem Tree Analysis, Objective Tree Analysis</i> 	<ul style="list-style-type: none"> • Project Management: <i>Strategy Analysis, Logframes</i> 	<ul style="list-style-type: none"> • Project Management: <i>Logframes (cont.), Pre-conditions and assumptions, Indicators & Means of Verification</i> 	<ul style="list-style-type: none"> • Project Management: <i>Work Breakdown Structure, Measurement and Evaluation, Performance Management</i> 	<ul style="list-style-type: none"> • Project Management: <i>Reporting, Conclusion</i>
Sample Agenda Week 3					
Day One	Day Two	Day Three	Day Four	Day Five	Day Six
<ul style="list-style-type: none"> • Supervision and Delegation 	<ul style="list-style-type: none"> • Budget and Financial Management 	<ul style="list-style-type: none"> • Supply Chain Management 	<ul style="list-style-type: none"> • Program Evaluation: <i>Overview; Engage Stakeholders; Describe the Program; Focus the Evaluation Design</i> 	<ul style="list-style-type: none"> • Program Evaluation: <i>Gather Credible Evidence; Justify Conclusions; Ensure use and sharing</i> 	<ul style="list-style-type: none"> • Conflict Management • Closing Activities

Course 1: Course Descriptions for Orientation and Program Management

Day One: Introduction to the IMPACT Program

Description: A clear, documented orientation to IMPACT is necessary to clearly communicate the expectations, requirements, and roles of each IMPACT partner – specifically the supervisor, mentor, resident advisor, and the fellow.

Specific objectives of the orientation to IMPACT for fellows are to:

- Provide a framework for IMPACT fellows at the start of their fellowship experience
- Support quality achievement of the program competencies
- Clearly define the expected activities and outputs
- Provide guidance on, and evaluation of, activities

We recommend conducting this workshop on the first day of the first course at the beginning of the 2-year fellowship. All sessions will be highly interactive, with examples that are specific to the country. Theory will be introduced only as it relates to practical application.

Total Duration (without breaks): 4 ½ hours

Session Information

TOPIC	TITLE	LEARNING OBJECTIVES	COM-PETENCIES	HH:MM
IMPACT	Introduction to IMPACT	<ul style="list-style-type: none"> • Describe the IMPACT workforce development model • Describe the major components of the training program • Describe the IMPACT fellows' performance requirements 	5.3	00:30
IMPACT	Role of IMPACT in X country	<ul style="list-style-type: none"> • Describe the goals of the country's IMPACT program • List the main competencies of the country's IMPACT program • Describe the country's IMPACT design and timeline 	5.3	00:30
IMPACT	Role of the IMPACT Staff	<ul style="list-style-type: none"> • Describe the benefits fellows can expect from the supervisory and mentoring aspects of the IMPACT program • List the core responsibilities of the various IMPACT program staff, including the mentor, the supervisor, and the IMPACT advisor 	5.3	01:00
IMPACT	The IMPACT Work Plan and Performance Requirements	<ul style="list-style-type: none"> • Identify how performance requirements will be supported by training, supervisors, and mentors 	1.2, 2.1, 5.3, 5.5	01:30

TOPIC	TITLE	LEARNING OBJECTIVES	COM-PETENCIES	HH:MM
		<ul style="list-style-type: none"> Describe the components of the fellow's work plan Use guidelines to create a clear and effective work plan Describe the mentor's role and responsibilities in the fellow's work plan 		
IMPACT	IMPACT Strategic Communication for Fellows	<ul style="list-style-type: none"> Identify methods of planned communications with supervisors and mentors Use a communication checklist to plan effective communication with supervisors and mentors Identify the most common forms of written and oral communication that an IMPACT fellow will undertake 	1.2, 2.1, 2.2, 5.3, 5.5	00:30

Day Two: Public Health 101

Description: The Public Health 101 Series provides foundational teaching tools and learning products covering critical sciences essential to public health practice. The fundamental scientific components are wide and varied, spanning topics from the fields of epidemiology, health economics, data management, and laboratory science, to public health policy.

These topics are designed for

- Public health professionals
- Persons new to public health
- Public health educators, instructors, or leads in specific fields
- Those interested in pursuing public health careers

Total Duration (without breaks): 5 hours

Session Information

TOPIC	TITLE	LEARNING OBJECTIVES	COM-PETENCIES	HH:MM
PH	Public Health 101: Intro to Public Health	<ul style="list-style-type: none"> Describe the purpose of public health Define key terms used in public health Identify prominent events in the history of public health Recognize the core public health functions and services Describe the role of different stakeholders in the field of public health List some determinants of health Recognize how individual determinants of health affect population health 	6.1, 6.2	01:00

TOPIC	TITLE	LEARNING OBJECTIVES	COM-PETENCIES	HH:MM
PH	Public Health 101: Prevention Effectiveness	<ul style="list-style-type: none"> Define prevention effectiveness Describe the key components of prevention effectiveness studies Identify basic economic evaluation methods used in prevention effectiveness studies Identify data used in the most common types of economic evaluation methods 	6.1, 6.2	01:00
PH	Public Health 101: Surveillance	<ul style="list-style-type: none"> Define public health surveillance Describe the goal of public health surveillance Describe the uses of a public health surveillance system Recognize the legal basis for public health surveillance in the united states Compare active and passive public health surveillance Identify sources of data commonly used for public health surveillance Describe the public health surveillance process 	6.1, 6.2	01:00
PH	Public Health 101: Epidemiology	<ul style="list-style-type: none"> Define epidemiology Describe basic terminology and concepts of epidemiology Identify basic methods of data collection and interpretation Describe a public health problem in terms of time, place, and person Identify the key components of a descriptive epidemiology outbreak investigation 	6.1, 6.2	01:00
PH	Public Health 101: Laboratories	<ul style="list-style-type: none"> Describe the role of public health laboratories Summarize the core functions of state public health laboratories Describe the parts that are common to all public health laboratory system infrastructures Recognize the need for different laboratory levels and safety practices Explain the necessity for communicating with a laboratory when collecting and submitting samples for testing Describe how laboratory results are used to affect public health 	6.1, 6.2	01:00
PH	Public Health 101: Biostatistics	<ul style="list-style-type: none"> Define the role of biostatistics in public health Recognize what common tests are used for and interpret the significance of the results Recognize the validity of data produced by biostatisticians 	6.1, 6.2	:20

TOPIC	TITLE	LEARNING OBJECTIVES	COM-PETENCIES	HH:MM
PH	Public Health 101: Environmental Health	<ul style="list-style-type: none"> TBD 		
PH	Public Health 101: Social and Behavioral Sciences	<ul style="list-style-type: none"> Describe the role of social and behavioral sciences in health promotion within communities Recognize common frameworks and theories including: <ul style="list-style-type: none"> Health Belief Model- Becker and Rosenstock Transtheoretical Model/Stages of Change - Prochaska Social Ecological Model- Bronfenbrenner 	6.1, 6.2	:40
PH	Public Health 101: Health Policy	<ul style="list-style-type: none"> Describe how government policies, systems, and grass roots efforts influence public health 	6.1, 6.2	:15
PH	Public Health 101: Activity	<ul style="list-style-type: none"> Identify and discuss the components of public health at work within a case study 	6.1, 6.2	:45

Day 3: Technology for Public Health

Description: One hour in the fellow’s first course will be dedicated to orienting fellows to their issued technology tools which may include a laptop, software applications, and a mobile phone. We recommend doing this within the first week, but not on the first day as the new technology may serve as a distraction from the goals of the day one orientation. Fellows will use the Technology Skills Self-Assessment to identify which skills they should work on developing. This skill-development will take place following the first course either as self-directed learning using provided self-study tutorials and guides or instructor-led seminars which should be scheduled as needed.

The technology areas included in this topic are:

- General computer and digital skills such as backing up files, finding downloads, working with zip files, conducting better internet searches
- Digital communications such as email etiquette, online phone calls, other communication media
- Microsoft Windows, including finding files on your computer, common computer tasks, and working with files
- Microsoft Office, including Microsoft Word, Excel, and PowerPoint
- Online literature reviews, including searching public health literature, evaluating information found on the internet, and strategies for finding systematic reviews
- Getting started with GIS, including terminology, uses of data to address public health issues, creating a map

Duration: 1 hour will be provided in the agenda to orient the fellow to their technology and resources. After fellows complete self-assessments, additional time can be scheduled as needed following course one.

Session Information

TOPIC	TITLE	LEARNING OBJECTIVES	COM-PETENCIES	HH:MM
TECH	Technology for Public Health	<ul style="list-style-type: none"> • Orient fellows to their issued technology tools • Introduce the technology self-assessment and associated training resources 	2.2	01:00

Planning, Implementing, and Evaluating Health Programs

Description: This series of courses is designed for program managers and decision makers in public health programs worldwide, including district health officers, Ministry of Health program managers, and clinical staff in health centers, who either manage multiple programs or establish discretionary public health programs within your communities with (sometimes limited) funds.

This series of courses will help public health program managers and decision makers improve program results.

- **Prioritizing Public Health Problems (2 hours):** participants will learn how to work collaboratively with others to prioritize public health problems. Developing this skill will provide them with a systematic way to identify top priority health problems when time and resources are limited. After learning the lesson content they will complete a skill assessment with a small group.
- **Program Planning (10 ½ hours):** Participants will focus on assessment, analysis, and planning to design and plan public health strategies that will have a high likelihood of achieving desired objectives.
- **Project Management (32 ½ hours):** This training effort is intended to address the gaps in management competencies needed to run health programs. The course equips participants with an integrated, logical framework approach to project planning, implementation and review, as well as crucial manager competencies necessary for project success.
- **Project Manager Leadership Skills (6 ½ hours):** This module explores the competencies and skills associated with a successful project manager, highlighting strategies for effective supervision and delegation and the subsequent success or failure of program functions.
- **Budget and Financial Management (6 ½ hours):** Participants will be introduced to the core budgetary factors that enable the flow of funds to support the implementation of a successful project as well as an organization's mission activities as a whole.
- **Program Evaluation (9 ½ hours):** Participants will learn to follow a structured framework to evaluate a public health program.

Total Duration: 67 hours and 30 minutes

Session Information

TOPIC	TITLE	LEARNING OBJECTIVES	COM-PETENCIES	HH:MM
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PGM MGT	Prioritizing Public Health Problems	<ul style="list-style-type: none"> • Identify the key stakeholders and partners with whom to prioritize public health problems • Identify the criteria for prioritizing public health problems • Practice consensus building 	2.7, 5.2, 5.5	02:00
PGM MGT	Program Planning	<ul style="list-style-type: none"> • Define a health problem by: <ul style="list-style-type: none"> ○ Assessing population health data ○ Assessing community needs ○ Analyzing data and needs by identifying (and ranking) risk factors and subgroups • Plan a program to address the health problem by: <ul style="list-style-type: none"> ○ Creating a program goal ○ Developing long-term objectives ○ Identifying and ranking contributing factors ○ Developing an intervention ○ Developing medium- and short-term objectives ○ Developing an implementation plan ○ Planning for evaluation 	1.2, 1.3	10:30
PGM MGT	Project Management	<ul style="list-style-type: none"> • Balance the variable equation of project management in regards to scope, time and resources • Apply the logical framework process for stakeholders, problem/objective tree and planning matrix analysis • Practice planning tools for managing projects, large and small • Successfully manage projects from inception to conclusion • Assess best practices and lessons learned for project replication and scale-up 	1.2, 1.3, 1.4, 1.5, 5.2	32:30
PGM MGT	Project Management Leadership Skills	<ul style="list-style-type: none"> • Discuss the leadership skills associated with a successful Project Manager • Practice strategies for supervision and delegation 	1.1	06:30
PGM MGT	Budget and Financial Management	<ul style="list-style-type: none"> • Apply budgeting basics to public health projects • Soundly understand cost categorization, pooling, and presentation • Prepare a line-item project budget with budget narratives • Determine the relevance and need for forecasting, variance analysis and reporting • Acquire baseline understanding of financial accounting 	7.1, 7.2, 7.3, 7.4	06:30

PGM MGT	Program Evaluation	<ul style="list-style-type: none"> • Evaluate a public health program by: <ul style="list-style-type: none"> ○ Engaging stakeholders ○ Describing the program ○ Focusing the evaluation design ○ Gathering credible evidence ○ Justifying conclusions ○ Ensuring use and sharing lessons learned 	1.4, 4.1, 4.2	09:30
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Supply Chain Management Basics

Description: This session will explore, at a high level, the intricacies and elements of the supply cycle of pharmaceuticals and health products within the global market. Topics include: the supply cycle, selection, quantification, international price references, national drug legislation, drug registration, import permission, procurement, storage, distribution, use, and management of expired and obsolete products.

Duration: 6 ½ hours

Session Information

TOPIC	TITLE	LEARNING OBJECTIVES	COM-PETENCIES	HH:MM
PH MGT	Supply Chain Management	<ul style="list-style-type: none"> • Describe key-players and forces in the global pharmaceutical and health care market • Explain the essential medicines concept as a basis for transparent and cost-effective procurement • Distinguish between consumption-based and morbidity-based quantification approaches • Discuss factors that will determine whether a product require more or less safety stock • Explore the use of on-line pricing references in making price estimates • Examine the process of drug registration and import permission • Identify various procurement approaches • Discuss factors that contribute to good storage practice • Describe the main characteristics of any supply system • Recognize concepts associated with use and management of expired and obsolete products 	5.2, 6.1	06:30

Public Health Communications 101

Description: Two sessions will prepare fellows for a variety of oral and written communications activities that they may be required to perform as part of their duties.

- **Oral Presentations:** During the first and second year of the IMPACT program, fellows give several oral presentations in class and for their own organizations. Fellows may also present at national and international meetings/conferences. These audiences can be quite diverse. This session will prepare fellows to present content in an organized, concise, and effective manner.
- **Written Communication:** Using a variety of classroom activities, this session will prepare fellows to create and revise written health messages, information, and materials for the public.

Total Duration: 3 hours

Session Information

TOPIC	TITLE	LEARNING OBJECTIVES	COM-PETENCIES	HH:MM
COMM	Oral Presentations	<ul style="list-style-type: none"> • Design presentations appropriate and effective for the target audience • Identify common errors in an oral presentation • Apply principles of effective design of visuals for scientific presentations and posters • Create appropriate tables, graphs, and charts for presentations • Discuss useful strategies for giving a presentation 	2.1, 2.2, 2.3	01:30
COMM	Written Communication – Writing for the Public	<ul style="list-style-type: none"> • List at least four techniques to create and revise written health messages, information, and materials for the public. 	2.1, 2.2, 2.3, 2.6	01:30

Team Building for Public Health Professionals

Description: Through a variety of interactive and reflective activities, this session will offer fellows effective strategies and tools that will help them to develop positive relationships within a team.

Duration: 3 hours and 40 minutes

Session Information

TOPIC	TITLE	LEARNING OBJECTIVES	COM-PETENCIES	HH:MM
PH MGT	Team Building for Public Health Professionals	<ul style="list-style-type: none"> • Describe the importance of effectively functioning teams as an essential element to successful public health programs 	1.1, 2.1, 2.7, 5.5	03:40

		<ul style="list-style-type: none"> • Assess the working relationships among team members • Create positive and productive team agreements and norms • Select specific skills and tools to create alignment within diverse teams • Choose effective responses to resolve common problem behaviors that may arise in teams 		
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Conflict Management

Description: This session will begin with an introduction to conflict- its definition and causes. Fellows will discuss the ways to resolve or manage conflict and practice conflict resolution methods using real world examples. The course will conclude with practical suggestions on how to prevent conflict initially.

Duration: 3 hours

Session Information

TOPIC	TITLE	LEARNING OBJECTIVES	COM-PETENCIES	HH:MM
PH MGT	Conflict Management	<ul style="list-style-type: none"> • Identify common causes of conflict • Recognize conflicting priorities and personalities within a work team, or between a manager and employee • Use productive strategies to resolve conflict • Describe ways to prevent conflict 	1.1, 2.7	03:00

Time Management

Description: This session teaches basic time management skills that an IMPACT fellow will need to effectively complete the Core Activities for Learning within the IMPACT program. Fellows will learn how to use effective strategies and tools to manage their time and their work plan effectively.

Duration: 1 hour and 30 minutes

Session Information

TOPIC	TITLE	LEARNING OBJECTIVES	COM-PETENCIES	HH:MM
PH MGT	Time Management	<ul style="list-style-type: none"> • Use a time management strategies and tools to balance competing priorities 	1.2, 2.1	01:30

Course 2: Sample Schedule for Emergency Planning, Preparedness, and Response

Sample Agenda Week 1					
Day One: Preparedness and Planning	Day Two: Response	Day Three: Communications	Day Four: Communications	Day Five: Logistics, Decision Making, Problem Solving	Day Six: Site Visit
<ul style="list-style-type: none"> • Program Opening (30 minutes) • PH Megatrends (30 minutes) • Introduction to PH Emergency Response and Public Health Preparedness (45 minutes) • *International Guidelines and Standards (1 hour) • Intro to an Incident Command System (45 minutes) • Staffing Decision Guide / Tabletop Activity (2 hours) • Daily debrief / activity (30 minutes) • Evening Social Activity 	<ul style="list-style-type: none"> • Psychological First Aid (1 hour and 15 minutes) • Basics of Disaster Epidemiology (1 hour and 45 minutes) • Transforming assessment information into strategies and response plan (1 1/2 hours) • Post-disaster Long Term Response (45 minutes) • Daily debrief / activity (30 minutes) 	<ul style="list-style-type: none"> • Crisis and Emergency Risk Communication (CERC) (6.5 hours) • Daily debrief / activity (30 minutes) 	<ul style="list-style-type: none"> • Crisis and Emergency Risk Communication (CERC) (6.5 hours) • Daily debrief / activity (30 minutes) • Evening Dine-around 	<ul style="list-style-type: none"> • Logistics and Operations in Emergencies – Localized (1 hour) • Decision Making and Problem Solving with tabletop activities (5 ½ hours) 	<ul style="list-style-type: none"> • Site visit to location that had previously experienced some outbreak/other emergency (4 hours) • Discuss impact and response with local staff (2 hours) • Daily debrief / activity (30 minutes)

*Topics with an asterisk could be removed from the week’s agenda and offered as post-training self-study.

Monthly seminar or computer based self-study: Budgeting For Security, Acceptance In Action for Safety and Security, Local Security Training

Course 2: Course Descriptions for Emergency Planning, Preparedness, and Response

Workshop Description

Public Health Managers are frequently required to support planning, logistics, communications, staffing, and other operational activities as part of a larger emergency preparedness and response effort. This workshop will address important public health competencies associated with preparedness and emergency response, such as recognizing fundamental concepts and activities associated with public health emergencies, working effectively with a variety of roles in a response, organizing and supporting staff, communicating and managing information, planning and improvement, and safety and wellbeing.

The Emergency Planning, Preparedness, and Response workshop for IMPACT fellows will be scheduled to take place near a site where a public health emergency had transpired within the past 5 years and for which the response activities are no longer active. This setting will provide easier access to guest speakers with first-hand experience of the subject and would enable a site visit that will illustrate the reality of what was presented in class.

The facilitator for the course will be a public health professional with experience responding to a public health emergency.

Logistics and Operations Topics

There is a clear need for Public Health Managers to be trained on activities and tasks associated with logistics and operations. Because specific procedures, responsibilities, and resources are determined by national and local systems, we recommend that these topics are developed locally and included in the IMPACT schedule. We will work with each country to ensure that the appropriate amount of time is provided in the schedule for this topic area.

Courses described below will develop prerequisite skills and knowledge for logistical and operational activities, including: Transforming Assessment Information into Strategies and Response Plan, Intro to an Incident Command System (generic), Staffing Decision Guide, and Decision Making and Problem Solving. Any of these and the other IMPACT courses can be contextualized as needed.

Day 1

Program Opening
(30 minutes)

The week will begin with an opening address by a facilitator who will describe the objectives of the week and introduce a local speaker. The local speaker will be a Public Health Manager who has been involved in supporting an emergency support effort. The speaker will describe the situation, the public health impact, and the response. He or she will also describe the skills that were important to have in this response.

<p>Megatrends (30 minutes)</p> <p>8.2</p>	<p>This module will introduce the impact of disasters and emergencies on global public health using meaningful data and infographics. The primary learning objectives are to:</p> <ul style="list-style-type: none"> • Recognize trends in most common types of disasters • Describe the effects of disasters on communities and health • Discuss the effects of conflict on communities and health • Discuss the top five preventable diseases that result in death and the implications on our response
<p>Introduction to Public Health Emergencies and Preparedness (45 minutes)</p> <p>8.2</p>	<p>Using small group discussions and activities, this training module provides a basic overview of public health emergency response and public health preparedness for local public health staff.</p> <ul style="list-style-type: none"> • Explain why communicable disease control and non-communicable disease risk management is important during an emergency • Provide an overview of the activities that take place during each phase of a disaster • Define public health preparedness • Describe the role of public health and the health care system in broader community preparedness and emergency management
<p>International Guidelines and Standards</p> <p>8.4</p> <p>(1 hour)</p>	<p>This module presents a brief description of the World Health Organization (WHO) Health Cluster, WHO International Health Regulations, and Sphere Project and their general relevance to the Ministry of Health. The module may be presented in class or provided after the class for self-study.</p> <ul style="list-style-type: none"> • Recognize the role, functioning and membership of the WHO health cluster at global and country level • Describe the relevance of the WHO International Health Regulations to the Ministry of Health • Describe the relevance of the Sphere Project to the Ministry of Health
<p>Introduction to an Incident Command System (45 minutes)</p> <p>8.4</p>	<p>This course is designed to provide an overview incident management systems and has been generalized for non-US audiences. Participants should be able to:</p> <ul style="list-style-type: none"> • Describe how an Incident Command System is used to manage incidents • Be prepared to coordinate with response partners from all levels of government and the private sector

Staff Allocation Decision Guide	<p>This session outlines logical steps, and information needed at each step, for staffing disease investigation and mass prophylaxis operations. Participants will practice with organizing tool for guiding public health officials who are preparing for or responding to operations that are significantly larger than those routinely conducted by dedicated and experienced health department staff. This tool can help health administrators justify the need to obtain staff resources from beyond the local health department. A lead epidemiologist, potentially a Field Epidemiology Training Program (FETP) Graduate, should be part of the team applying this tool in order to provide disease investigation expertise. The tool provides an ideal format for tabletop exercises that will build experience in making the difficult decisions called for during an emergency.</p>
(2 hours)	
8.3	<ul style="list-style-type: none"> • Apply an organized approach to determine the type and number of response staff needed for a disease investigation and intervention

Day 2

Psychological First Aid for Responders	Managing Stress in Emergency Response Professionals
(1 hour and 15 minutes)	
8.3	<ul style="list-style-type: none"> • Identify emergency response professionals • Recognize characteristics of disaster realities • Identify how to manage your own stress, as a responder onsite • Recognize signs and symptoms that might indicate a need for stress management intervention • Identify who to contact when requiring stress management assistance
	Psychological Aid for First Responders
	<ul style="list-style-type: none"> • Define “psychological first aid” • Identify who provides psychological first aid • Distinguish what to do and not do in providing psychological first aid
Basics of Disaster Epidemiology	<p>This module provides a basic overview of disaster epidemiology and key disaster epidemiology activities for general public health audiences. The primary learning objectives are to:</p>
(2 hours)	
8.2	<ul style="list-style-type: none"> • Explain the role of an epidemiology team in preparedness and response • Discuss how to participate in a rapid health assessment • Describe the key components of public health disaster surveillance • Discuss and plan for logistical challenges • Describe how outbreak investigations mitigate ongoing health risks of disasters

<p>Transforming assessment information into strategies and response plan</p> <p>(2 hours)</p> <p>8.2</p>	<p>This session will describe how information is used to prioritize public health risk and create strategies for a response. Participants will review case studies for different types of disasters to discuss the threats, priorities, and response strategies. The learning objectives are:</p> <ul style="list-style-type: none"> • Describe the potential health risks associated with different types of disasters • Use a priority analysis matrix to identify the health risks • Describe potential health services and service delivery strategies for different types of disasters • Discuss how to incorporate this information into a response plan
<p>The Role of Epidemiology Post-Disaster</p> <p>(45 minutes)</p> <p>8.2</p>	<p>This session will continue to explore the role of epidemiology for the longer term phase following a disaster. The learning objectives are:</p> <ul style="list-style-type: none"> • Explain the role and critical epidemiological tasks in preparedness and response during the first few months following a disaster • Utilize non-traditional sources of information (i.e. rumor-based surveillance, social media, internet) • Conduct a hot wash or after-action review

Days 3 and 4

<p>Crisis and Emergency Risk Communication (CERC)</p> <p>(6 ½ hours)</p> <p>8.1</p>	<p>CERC, or crisis and emergency risk communication, offers helpful ways to talk with people when disaster or tragedy happens to them, their family, their community or the nation. When people’s environments are destroyed or they face very difficult circumstances, they need information in a way that makes it easy for them to understand. Information should also be provided in a way that encourages them to act in an effective manner that will reduce harm. The right message, at the right time, from the right person can save lives.</p> <p>Many expected negative individual and community behaviors during a crisis can be mitigated with effective emergency risk communication. The practitioner must anticipate what mental stresses the population will be experiencing and apply appropriate risk communication strategies to attempt to manage these stresses in the population. Emergency risk communication is a reasoned and mature communication approach to the selection of message, messenger, and method of delivery.</p> <p>The course also delves into concepts of social psychology related to building psychological resilience, countering stigmatization, and increasing cultural competence in emergency risk communication.</p>
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Day 5

<p>Logistics and Operations Challenges in Emergencies</p> <p>(1 hour) 8.1, 8.4</p> <p><i>(These topics will require local development and facilitation)</i></p>	<p>Because logistics and operations vary from location to location, a localized training module is recommended. Fellows will need to prepare for the various logistical and operational needs required in health investigations and threat responses. Fellows should be able to:</p> <ul style="list-style-type: none">• Discuss logistical options for getting data from the field to the office, in situations where usual tools and resources may not be available• Overcome environmental barriers such as lack of electricity, mobile phones• Use time management and project management strategies to maximize time while operationalizing and expediting results quickly
<p>Decision Making and Problem Solving with Tabletop Activities</p> <p>(5 hours)</p> <p>8.2</p>	<p>Being able to make decisions and solve problems effectively is a necessary and vital part of any emergency response. This course is designed to improve your decision making skills, including in crisis situations. As the course moves through each of the following topics, tabletop activities will reinforce the concepts being presented. Participants will be able to:</p> <ul style="list-style-type: none">• Describe the impact of effective decision making in an emergency• Identify attributes associated with an effective decision maker• Describe the steps of the analytical problem-solving model• Identify when group decision making is a good approach• Describe advantages and limitations of group decision making• Identify methods for promoting an effective group decision making process• Identify impediments to effective decision making in a crisis• Describe strategies for enhancing crisis decision making• Describe how ethical considerations impact decision making

Monthly Seminar or Computer Based Self-Study

<p>Budgeting For Security (1 hour) 8.1, 8.3</p>	<p>In this module, fellows investigate the importance of listing and communicating security resources in proposals and budgets and outline a step-by-step process for achieving that. We learn how to use the Risk Management Expense Portfolio tool as part of programme management. Fellows also prove that “cheap” may not be the best value for money in terms of security. The module includes an Excel Spreadsheet template with a guided hands-on activity providing scenarios for which participants update the budget in Excel.</p> <ul style="list-style-type: none">• Explain how to develop a security budget following a logical process.• Explain why removing security costs for programme budgets may offer poor value for money for donors.
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	<ul style="list-style-type: none"> • Describe why on-going dialogue at all levels and all departments of an agency is essential when addressing security budgets. • Describe how risk mitigation costs can be estimated using the Risk Management Expense Portfolio tool.
<p>Acceptance In Action (1 hour) 8.3</p>	<p>Gaining and maintaining acceptance is a critical first step for aid operations in insecure or potentially insecure areas. Developed by noted safety & security expert Michael O’Neill, this course introduces learners to the principle of acceptance – the linchpin of the security management ‘triangle’ employed by humanitarian agencies around the globe. Combining the theoretical and the practical, the course explains how to put acceptance into action to help safeguard humanitarian workers and those they are trying to assist. Includes access to a comprehensive toolkit designed to help agencies adapt to new and oftentimes dangerous operating environments.</p> <p>This module is available on a USB drive for the fellows to review on their own and could be reviewed in a monthly seminar with a facilitator.</p>
<p>Local Security Training (1 hour minimum) 8.3</p>	<p>Because security plans and training needs vary from location to location, a local security training module is recommended.</p>

Course 3: Sample Schedule for Community Participation and Needs Assessment

Sample Agenda Week 1					
Day One	Day Two	Day Three	Day Four	Day Five	Day Six
<ul style="list-style-type: none"> • Program Opening (1 hour) • Social and Behavioral Aspects of Public Health (5 hours) 	<ul style="list-style-type: none"> • Community Participation and Change in Public Health (6.5 hours) 	<ul style="list-style-type: none"> • Public Health Ethics (3 hours) • Successfully Engaging with Stakeholders (2 hours) • Leading Effective Meetings (1 hour) 	<ul style="list-style-type: none"> • Community Health Needs Assessment Part I (6.5 hours) 	<ul style="list-style-type: none"> • Community Health Needs Assessment Part II (3.5 hours) • Site visit to meet with community leaders (3 hours) 	<ul style="list-style-type: none"> • Excursion (Social / Networking)

Course 3: Course Descriptions for Community Participation and Needs Assessment

A one week didactic component will focus on the competency domain, Community Partnership Development and Community Assessment. Through formal training and real-world case studies, fellows will develop their ability to collaborate with community partners, design and complete community health needs assessments, and identify community assets and key resources for services.

<p>Proposed: Social and Behavioral Aspects of Public Health 3.1</p>	<p>The course is designed to help students develop basic literacy regarding social concepts and processes that influence health status and public health interventions. The course will also help students develop insight into populations with whom they have worked in the past or will work in the future, and to develop one kind of effective writing tool (the narrative) for communicating about psychosocial issues in public health. These overall aims are approached through lectures, discussion, readings, workshopping, individual compositions, and group discussion of student writings.</p> <ul style="list-style-type: none"> • To familiarize students with views on key concepts that form a basis for literacy in the social and behavioral aspects of public health: culture, race/ethnicity, gender, poverty/disparities, factors related to behavior change, community, organizational climate, family • To familiarize students with the concept of a narrative as an investigative, therapeutic, and policy change tool • To help develop empathy for and a collaborative stance toward populations with whom one will work in the field of public health • To promote interest in further study of the social and behavioral determinants of health
<p>Proposed: Community Participation in Health Promotion 3.1, 3.2</p>	<ul style="list-style-type: none"> • Develop common definitions of community, health promotion, and community participation • Identify community components, characteristics, and typologies • Outline and explain the components of a community diagnosis • Explain the concept of perceived community / collective efficacy • Outline and describe the community competency model • Explain Rothman’s model of community change • Note relationships of Rothman’s model to other change models • Describe the levels of the political economy model • Give examples of a political economy interpretation to health problems • Define the concept of community coalitions • Identify the role of community participation in the Alma Ata Declaration • Provide examples of the effect of participation on program outcomes • Describe how coalitions can address urban health problems • Describe the levels of participation along a continuum • Distinguish between community-based and community-controlled programming
<p>Public Health Ethics (3 hours) 5.4</p>	<ul style="list-style-type: none"> • Gain an overview of the basics of public health ethics • Learn how to apply ethics frameworks to public health decision making • Learn to apply public health ethics tools to address ethical challenges that commonly arise in the practice of public health

	<ul style="list-style-type: none"> • Explore the overlap between ethics and law • Examine how the use of case studies can assist with exploring ethical issues in public health practice • Examine specific ways to integrate ethical considerations in the day-to-day decision making in local public health departments
Successfully Engaging with Stakeholders (2 hours) 3.1	<ul style="list-style-type: none"> • Define the steps in conducting a stakeholder analysis • Identify the key elements to include in a stakeholder profile • List the steps in a Ladder of Participation • Identify categories and methods of participation for each stakeholder • Explore the Relationship Model and Ladder of Participation • Identify and discuss methods to encourage stakeholder participation
Leading Effective Meetings 2.5 (1 hour)	<ul style="list-style-type: none"> • TBD
Community Health Needs Assessment (10 hours) 3.1, 3.2, 3.3	<ul style="list-style-type: none"> • Plan for a community needs assessment • Review and rate data collected from a community needs assessment • Summarize data by creating sector data grids • Develop and prioritize strategies for improvement • Create a community action plan

Project Management Symposium

Sample Agenda					
Pre-work	Day One	Day Two	Day Three	Day Four	Day Five
<ul style="list-style-type: none"> • Writing Success Stories: Impact and Value 	<ul style="list-style-type: none"> • Fellows arrive in morning • Program begins in afternoon • Program Opening • Keynote speaker • Opening Group Activity 	<ul style="list-style-type: none"> • Keynote Speaker (option) • Introduction to Leading Others • Managing through Meaningful Conversations • Open Topic 	<ul style="list-style-type: none"> • Guest Speaker (option) • Delegation Is Succeeding Together 	<ul style="list-style-type: none"> • Fellow Presentations 	<ul style="list-style-type: none"> • Project Management: Planning for Risk, Managing Issues, and Ensuring Sustainable Outcomes • Program Conclusion • Keynote Speaker • Fellows depart

Project Management Symposium

<p>Writing Success Stories: Impact and Value</p> <p>2 hours</p> <p>(1.5)</p>	<p>Offered at least 1 month BEFORE the project management symposium, the following course will support fellows' ability to prepare presentations for the symposium. This course enables learners to acquire basic knowledge and skills when they need it, to develop stories to share their program's successes.</p> <p>When participants complete the workbook they will be able to:</p> <ul style="list-style-type: none"> • Describe the benefits of using success stories to support a public health program • Determine the audience for your success story • Describe the components of a good success story • Create an outline for an success story <p>When participants complete the webinar they will be able to:</p> <ul style="list-style-type: none"> • Describe how to use the development tools and template to create a quality success story • Develop a success story for your program using these tools <p>This course includes a self-paced workbook, with paper and pencil exercises. It is complemented either by a live webinar or a mentoring session.</p>
<p>Opening Activity</p> <p>(1 hour)</p>	<p>A social activity will be facilitated that illustrate points of project management at the same time.</p>
<p>Introduction to Leading Others</p> <p>2 hours</p> <p>(1.1)</p>	<p>This course provides a brief introduction to leadership, from the perspective that leaders are defined, not only by their title, but by their behavior.</p> <p>When participants complete this course they will be able to:</p> <ul style="list-style-type: none"> • Explain the role of the leader in setting the tone of the work environment • Identify the necessary factors which motivate others to follow a leader • Explain the importance of effective communication with teams and work units <p>This course includes a participant workbook, facilitator guide, PowerPoint presentation and video.</p>
<p>Successfully Engaging with Stakeholders</p> <p>2 hours</p> <p>1.3</p>	<p>This course enables learners to acquire basic knowledge and skills when they need it, to successfully engage with stakeholders to help achieve program goals.</p> <p>When participants complete the workbook they will be able to:</p> <ul style="list-style-type: none"> • Define the steps in conducting a stakeholder analysis • Identify the key elements to include in a stakeholder profile • List the steps in a Ladder of Participation • Identify categories and methods of participation for each stakeholder <p>When participants complete the webinar they will be able to:</p> <ul style="list-style-type: none"> • Explore the Relationship Model and Ladder of Participation • Identify and discuss methods to encourage stakeholder participation
<p>Managing through</p>	<p>If managers are to truly understand what is going on and make effective decisions they must communicate constantly with their staff and listen to what they have to say. In this course, the manager and supervisor will learn to facilitate the productivity and quality of</p>

<p>Meaningful Conversations</p> <p>2 hours</p> <p>1.1</p>	<p>the organization by engaging in meaningful conversations with team members. The learner will discover:</p> <ul style="list-style-type: none"> • The benefit of meaningful conversations • Four meaningful conversation starters related to Purpose, Stakeholders, Capabilities and Systems/Processes
<p>Delegation Is Succeeding Together</p> <p>1.1</p> <p>6 ½ hours</p>	<p>The aim of this course is to outline the what, why, and how of delegation. Delegation involves managers cascading business objectives so that together everybody achieves more.</p> <ul style="list-style-type: none"> • Define delegation as it applies to your work situation. • Identify the applicability, advantages, and disadvantages of delegation. • Demonstrate delegation of tasks to co-workers and team members. • Identify barriers to and rules of delegating. • Apply principles of delegation in real-life scenarios.
<p>Project Management: Planning for Risk, Managing Issues, and Ensuring Sustainable Outcomes</p> <p>1 ½ hours</p> <p>1.2, 1.4</p>	<p>This module answers the following key questions:</p> <ul style="list-style-type: none"> • What is the difference between a risk and an issue and how do you address each using project management tools? • What are the four scenarios for end of project transition? • What tool can I use to bring the project to a close and ensure the sustainability of the project's outcomes?

Course 4: Sample Schedule for Budget and Financial Planning

Sample Agenda Week 1					
Day One	Day Two	Day Three	Day Four	Day Five	Day Six
<ul style="list-style-type: none"> • Welcome and introduction • Budgeting basics • Developing budgets with Excel • Preparation of line-item budgets 	<ul style="list-style-type: none"> • Direct costs • Indirect costs • Incorporating budget justifications 	<ul style="list-style-type: none"> • Developing cash-flow budgets • Performance-based budgeting • Converting line-item budgets 	<ul style="list-style-type: none"> • Effective use of budgets • Variance analysis • Financial reporting 	<ul style="list-style-type: none"> • Responsibility accounting • Assessing how contractors handle funds • Financial management systems • Budget negotiations 	<ul style="list-style-type: none"> • Proposal and Report Writing for Fundraising

Course 4: Course Descriptions for Budget and Financial Planning

<p>Budget and Financial Risk Management</p> <p>7.1, 7.2, 7.3, 7.4</p>	<p>Participants will receive training in developing and managing financial reporting systems to apply in their work at national health programmes. The course will cover budget planning, implementation, monitoring, control and reporting.</p> <ul style="list-style-type: none"> • Explain the uses and functions of budgeting and financial management • Identify and practice effective financial/operation risk management techniques • Design, develop and present programme budgets using Excel • Create and use a cash flow budget • Perform a workload analysis • Identify and practice effective revenue and expenditure estimating techniques • Review an operating budget using variance analysis <p>Topics include:</p> <ul style="list-style-type: none"> • Budgeting basics • Developing budgets with Excel • Preparation of line-item budgets • Direct costs • Indirect costs • Incorporating budget justifications • Developing cash-flow budgets • Performance-based budgeting • Converting line-item budgets • Effective use of budgets • Variance analysis • Financial reporting • Responsibility accounting • Assessing how contractors handle funds • Financial management systems • Budget negotiations
<p>Proposal and Report Writing for Fundraising</p>	<p>This module provides general guidance and key considerations for those who write fund raising submissions. Fellows will explore techniques and best practices for producing easy to read and highly effective fundraising proposals and reports.</p>

Course 5: Sample Schedule for Organizational Leadership & Systems Thinking

Sample Agenda Week 1					
Day One	Day Two	Day Three	Day Four	Day Five	Day Six
<ul style="list-style-type: none"> • Program Opening (1 hour) • Intro to Leading Others (2 hours) • Performance Management (5 hours) 	<ul style="list-style-type: none"> • Local MoH Speaker (1 hour) (Topic: Organizational Change) • Proposed: Overview of Strategic Planning (1 hour) • Leading Teams Through Change (4 hours) 	<ul style="list-style-type: none"> • Local MoH Speaker (1 hour) (Topic: Influence) • Influencing without Authority (4 ½ hours) • Advocating for Your Health Program (2 hours) 	<ul style="list-style-type: none"> • Local MoH Speaker (1 hour) • Local public health laws, regulations, policies, and procedures 	<ul style="list-style-type: none"> • Local MoH Speaker (1 hour) • Proposed: Policy and Systems Thinking 	<ul style="list-style-type: none"> • Excursion (Social / Networking)

Course 5: Course Descriptions for Organizational Leadership & Systems Thinking

Intro to Leading Others (2 hours) 1.1	<ul style="list-style-type: none"> • Explain the role of the leader in setting the tone of the work environment • Identify the necessary factors which motivate others to follow a leader • Explain the importance of effective communication with teams and work units
Performance Management (5 hours) 1.1, 2.7, 5.2, 5.3	<ul style="list-style-type: none"> • Develop a positive work environment that encourages high performance • Align and motivate work teams to a common purpose • Adapt management style based on individual needs • Set and communicate clear expectations and objectives • Provide effective and timely feedback to both reinforce and improve performance • Address behavioral and performance problems with employees in a constructive way • Conduct a performance appraisal
Overview of Strategic Planning (2.5 hours) 5.1	<ul style="list-style-type: none"> • TBD
Leading Teams Through Change (4 hours) 5.1, 5.2, 5.5	<ul style="list-style-type: none"> • Identify the two types and two primary issues of change • Identify the root causes of team change resistance • Identify best practices for successful team change strategies • Identify common team leadership change mistakes • Identify the predictable impediments to successful team change • Distinguish which elements should be measured and monitored while implementing change
Influencing without Authority (4 ½ hours) 5.1, 5.2, 5.5	<ul style="list-style-type: none"> • To recognize the benefits of exercising influence • To recognize opportunities to exercise influence • To identify ways to influence • To analyse yourself to identify your strengths and weaknesses in influencing • To apply communication techniques and build connections and rapport while influencing
Advocating for Your Health Program (2 hours) 5.2, 5.5	<ul style="list-style-type: none"> • Write an ‘elevator’ speech • Identify partners to help your program succeed • Identify sources for public health funding • Develop an advocacy work plan
LOCAL TOPIC	<ul style="list-style-type: none"> • Recognizes and follows public health laws, regulations, policies, and procedures when managing a component of a public health program, intervention or research
Proposed: Policy and Systems Thinking	<ul style="list-style-type: none"> • TBD

Appendix A: Sample Schedule for Introduction Course

Sample Schedule Week 1

Monday		Tuesday		Wednesday	
8:30 – 9:30	Welcome, Introductions, Icebreaker, Class Photo	8:30 – 9:00	Welcome/Review of Previous Day	8:30 – 9:00	Welcome/Review of Previous Day
9:30 – 10:00	Introduction to IMPACT	9:00 – 10:00	Introduction to Public Health	9:00 – 10:00	Technology for Public Health
10:00 – 10:30	Tea Break	10:00 – 10:30	Tea Break	10:00 – 10:30	Tea Break
10:30 – 11:00	Role of IMPACT in x Country	10:30 – 11:30	Prevention Effectiveness	10:30 – 12:30	Prioritizing Public Health Problems
11:00 – 12:00	Role of the IMPACT Staff	11:30 - 12:00	Debrief	12:30 – 13:30	Lunch
12:00 – 13:30	Lunch	12:00 – 13:00	Lunch	13:30 – 15:00	Program Planning: Overview
13:30 – 15:00	Introduction to the Work Plan	13:00 – 14:00	Laboratories	15:00 – 15:30	Tea Break
15:00 – 15:30	Tea Break	14:00 – 15:00	Surveillance	15:30 – 16:30	Program Planning: Define Problem
15:30 – 16:00	Strategic Communication	15:00 – 15:30	Tea Break	16:30 – 17:00	Review and Debrief
16:00 – 17:00	Review and Debrief	15:30 – 16:30	Epidemiology	<i>Overnight Reading</i>	<i>Program Planning Readings</i>
		16:30 – 17:00	Review and Debrief		
Thursday		Friday		Saturday	
8:30 – 9:00	Welcome/Review of Previous Day	8:30 – 9:00	Welcome/Review of Previous Day	9:30-12:00	Team Building
9:30 – 10:30	Program Planning: <i>Goal and Objectives</i>	9:00 – 11:00	Incident Management	12:00-13:00	Lunch
10:30 – 11:00	Tea Break	11:00 – 11:30	Tea Break	13:00	Free Time or Excursion
11:00 – 12:30	Program Planning: <i>Interventions</i>	11:30 – 13:00	Written Communications		
12:30 – 13:30	Lunch	13:00 - 14:00	Lunch		
13:30 – 15:00	Program Planning: <i>Implementation</i>	14:00 – 15:30	Oral Communications		
15:00 – 15:30	Tea Break	15:30 – 16:00	Tea Break		
15:30 – 16:30	Program Planning: <i>Evaluation Plans</i>	16:00 – 16:30	Oral Communications		
16:30 – 17:00	Review and Debrief	16:30 – 17:00	Review and Debrief		

Sample Schedule Week 2

Monday		Tuesday		Wednesday	
8:30 – 9:00	Project Management: Introduction	8:30 – 9:00	Project Management: Review of prior day	9:30-12:00	Project Management: Review of prior day
9:30 – 10:00	Project Management Cycle	9:30 – 10:00	Problem Tree Analysis	9:30 – 10:00	Strategy Analysis
10:00 – 10:30	Tea Break	10:00 – 10:30	Tea Break	10:00 – 10:30	Tea Break
10:30 – 11:30	Stakeholder Analysis	10:30 – 11:30	Problem Tree Analysis	10:30 – 11:30	Strategy Analysis
11:30 – 12:30	Stakeholder Analysis	11:30 – 12:30	Problem Tree Analysis	11:30 – 12:30	Strategy Analysis
12:30 – 13:30	Lunch	12:30 – 13:30	Lunch	12:30 – 13:30	Lunch
13:30 – 15:00	Situation Analysis	13:30 – 15:00	Objective Tree Analysis	13:30 – 15:00	Logframes
15:00 – 15:30	Tea Break	15:00 – 15:30	Tea Break	15:00 – 15:30	Tea Break
15:30 – 16:30	SWOT Analysis	15:30 – 16:30	Objective Tree Analysis	15:30 – 16:30	Logframes
16:30 – 17:00	SWOT Analysis + <i>Overnight reading assignment</i>	16:30 – 17:00	Objective Tree Analysis	16:30 – 17:00	Logframes
Thursday		Friday		Saturday	
8:30 – 9:00	Project Management: Review of prior day	8:30 – 9:00	Project Management: Review of prior day	9:30-12:00	Project Management: Review of prior day
9:30 – 10:00	Logframes	9:30 – 10:00	Work Breakdown Structure	9:30 – 10:00	Reporting
10:00 – 10:30	Tea Break	10:00 – 10:30	Tea Break	10:00 – 10:30	Tea Break
10:30 – 11:30	Pre-Conditions and Assumptions	10:30 – 11:30	Work Breakdown Structure	10:30 – 11:30	Reporting
11:30 – 12:30	Pre-Conditions and Assumptions	11:30 – 12:30	Work Breakdown Structure	11:30 – 12:30	Reporting
12:30 – 13:30	Lunch	12:30 – 13:30	Lunch	12:30 – 13:30	Lunch
13:30 – 15:00	Indicators and means of verification	13:30 – 15:00	Monitoring and Evaluation	13:30 – 15:00	Review of logframe activities
15:00 – 15:30	Tea Break	15:00 – 15:30	Tea Break	15:00 – 15:30	Tea Break
15:30 – 16:30	Indicators and means of verification	15:30 – 16:30	Performance Management	15:30 – 16:30	Course summarization
16:30 – 17:00	Review and Debrief	16:30 – 17:00	Performance Management	16:30 – 17:00	Course conclusion

Sample Schedule Week 3

Monday		Tuesday		Wednesday	
8:30 –10:00	Professional Development: Supervision & Delegation	8:30 –10:00	Budget and Financial Management Basics	8:30 –10:00	Supply Chain Management Introduction; Selection
10:00 – 10:30	Tea Break	10:00 – 10:30	Tea Break	10:00 – 10:30	Tea Break
10:30 –12:30	Supervision & Delegation: Case Study Activity	10:30 –12:30	Costs; Line Item Budgets; Assumptions and Justifications	10:30 –12:30	Quantification, International Price References, Legislation
12:30 – 13:30	Lunch	12:30 – 13:30	Lunch	12:30 – 13:30	Lunch
13:30 – 15:00	Supervision & Delegation: Role-playing	13:30 – 15:00	Types of Budgets	13:30 – 15:00	Procurement, Storage
15:00 – 15:30	Tea Break	15:00 – 15:30	Tea Break	15:00 – 15:30	Tea Break
15:30 – 16:30	Supervision & Delegation: Role-playing	15:30 – 17:00	Forecasting, Variance Analysis and Reporting; Accounting	15:30 – 16:30	Distribution; Expired Products
16:30 – 17:00	Review and Debrief + <i>Overnight Reading Assignments for BFM course</i>	16:00 – 17:30	Review and Debrief	16:30 – 17:00	Review and Debrief
Thursday		Friday		Saturday	
8:30 –10:30	Program Evaluation	8:30 –10:30	Program Evaluation	8:30 – 9:00	Welcome/Review of Previous Day
10:00 – 10:30	Tea Break	10:00 – 10:30	Tea Break	9:00 – 10:30	Conflict Management
10:30 – 12:30	Program Evaluation	10:30 – 12:30	Program Evaluation	10:30 – 11:00	Tea Break
12:30 - 13:30	Lunch	12:30 - 13:30	Lunch	11:00 – 12:30	Conflict Management
13:30 – 15:00	Program Evaluation	13:30 – 15:00	Program Evaluation	12:30 - 13:30	Lunch
15:00 – 15:30	Tea Break	15:00 – 15:30	Tea Break	13:30 – 15:00	Time Management
15:30 – 16:30	Program Evaluation	15:30 – 16:30	Program Evaluation	15:00 – 15:30	Tea Break
16:30 – 17:00	Review and Debrief + <i>Overnight Readings</i>	16:30 – 17:00	Review and Debrief	15:30 – 17:00	Closing Activities

Appendix B: Potential Monthly Seminars

TECH	Selected Technology Topics	<ul style="list-style-type: none"> Based on fellow's self-assessments of their skills, selected technology topics may be discussed. 		
PGM MGT	Managing through Meaningful Conversations	<ul style="list-style-type: none"> The benefit of meaningful conversations Four meaningful conversation starters related to Purpose, Stakeholders, Capabilities and Systems/Processes 	1.1	02:00
PGM MGT	Delegation Is Succeeding Together	<ul style="list-style-type: none"> Define delegation as it applies to your work situation. Identify the applicability, advantages, and disadvantages of delegation. Demonstrate delegation of tasks to co-workers and team members. Identify barriers to and rules of delegating. Apply principles of delegation in real-life scenarios. 	1.1	06:30
PH MGT	Values Based Decision Making	<ul style="list-style-type: none"> Describe the steps in the values based decision making process Identify the potential unintended consequences of a decision Make values based decisions Identify potential negative consequences of a decision Communicate decisions using a decision summary form 	1.3, 3.1, 3.3, 5.1, 5.2, 5.5	04:00
EDU	Effective Training from Start to Finish	<ul style="list-style-type: none"> Describe the five components of successful training Identify the three major types of learners Use learning objectives to focus your training Use techniques to help the learners get the most out of class Use evaluation tools to measure the effectiveness of training 	2.1, 2.2, 2.3, 2.6, 2.7, 5.3	08:00
PGM MGT	Planning for Risk, Managing Issues, and Ensuring Sustainable Outcomes	<ul style="list-style-type: none"> What is the difference between a risk and an issue and how do you address each using project management tools? What are the four scenarios for end of project transition? What tool can I use to bring the project to a close and ensure the sustainability of the project's outcomes? 	1.2, 1.4	01:30

EDU	Conduct Powerful Training Needs Assessments: How Will Monday Be Different?	<ul style="list-style-type: none"> • Identify performance problems which can be addressed through training • Ask key questions to identify the root cause of a performance problem • Develop a training needs assessment
EDU	Conducting Training Needs Assessments	<ul style="list-style-type: none"> • Identify performance problems which can be addressed through training • Ask key questions to identify the root cause of a performance problem • Develop a training needs assessment
EDU	Basic Instructional Skills	<ul style="list-style-type: none"> • List the qualities of effective performance-based training. • Describe the fundamental principles of adults learning. • Identify the preparation steps for conducting a training session. • Describe the quality of effective presenters. • Distinguish between presentation and facilitation. • Describe how interpersonal skills are applied in a training setting. • Identify the techniques used to manage classroom interactions. • Describe how to assess training and make continuous improvements.
COMM	Writing Success Stories	<ul style="list-style-type: none"> • Describe the benefits of using success stories to support a public health program • Determine the audience for your success story • Describe the components of a good success story • Create an outline for an success story • Describe how to use the development tools and template to create a quality success story • Develop a success story for your program using these tools
PH MGT	Coaching	<ul style="list-style-type: none"> • What are the four coaching styles on the Push/Pull Coaching spectrum? • When is coaching most effective in addressing performance challenges? • What is the four-step process for developing coaching plans? • How to develop the four basic skills of effective coaching (listening, reflecting, questioning and feedback)?.
	Mentoring	<ul style="list-style-type: none"> • Describe mentoring • Describe the characteristics of an effective mentor • Self-assess mentoring skills
	Development of Manuscript	<ul style="list-style-type: none"> • TBD

