# BANGLADESH IMPACT

## IMPROVING PUBLIC HEALTH MANAGEMENT FOR ACTION

**Distinguished Fellows Program**

CS258891-B

# IMPACT

## Improving Public Health Management
for Action

**Distinguished Fellows Program**

# Table of Contents

# About this Guide

This handbook is intended to describe how the IMPACT training program is structured to successfully prepare fellows for careers as public health managers. It explains the competency model in detail and serves as the foundation for all other supporting material. This document is intended as a starting point for any audiences interested in learning about the IMPACT program.

# IMPACT Overview

## *Purpose*

Improving Public Health Management for Action (IMPACT) will develop a cadre of highly trained public health managers in partner countries to work with scientists, advance public health agendas, and improve health outcomes using the newest tools of public health.

## *Program Overview*

Public health management is a pillar of public health practice, working closely alongside the disciplines of epidemiology, health policy, behavioral sciences and education, environmental health, and biostatistics to influence health outcomes. It is only through effective management that research, theory, and scientific innovation be translated into successful public health action.

A recent draft report from the World Health Organization (WHO) entitled, *Global Strategy on Human Resources for Health: Workforce 2030* echoes this concept.[1] The document focuses on the need for a strategic plan to build a strong and well-trained public health workforce; this will help ensure that so that universal health coverage can be afforded to individuals worldwide. Countries and public health institutions were implored to focus on developing a cadre of public health managers through strategic planning and careful implementation. In addition, nations were reminded to continue to bolster the quality and expertise of other public health professionals and advocate for the placement of managers in both urban and rural areas to help facilitate access to quality care. The report concludes that capable public health managers, in addition to other capable public health professionals, are"…essential in order to provide political leaders with the required evidence and technical advice, and to guarantee effective implementation and oversight of policies, norms, and guidelines once these are developed.[2]"

The U.S. Centers for Disease Control and Prevention (CDC) is supporting a similar strategy to increase the success of global public health efforts. In recent years, the tools of public health have advanced rapidly with the development of improved vaccines, more effective drugs, enhanced diagnostic techniques, new interventions, enhanced communications, and innovative technologies; however, the success rate of global health interventions has not always kept pace.[3]  A contributing reason appears to be a lack of capable and effective public health professionals.  Ultimately, the successful implementation of evidence-based interventions is dependent upon both traditional public health activities (e.g., surveillance, laboratory activities, research), and a strong workforce. This workforce must include skilled managers that can provide organization, direction, and oversight.[3]

With this in mind, an innovative program called Improving Public Health Management for Action (IMPACT) has been developed by the CDC and the Bangladesh Ministry of Health. The program aims to address the critical need for strong management by training an effective cadre of new public health managers, while bolstering the skills of existing

---

[1] World Health Organization. *Global Strategy on Human Resources for Health: Workforce 2030 (Draft).* Geneva: Health Workforce Department, World Health Organization.;2015.

[2] World Health Organization. *Global Strategy on Human Resources for Health: Workforce 2030 (Draft).* Geneva: Health Workforce Department, World Health Organization.;2015.

[3] Bloland P, Simone P, Burkholder B, Slutsker L, De Cock KM. The role of public health institutions in global health system strengthening efforts: the US CDC's perspective. *PLoS medicine.* 2012;9(4):e1001199.

managers in government. While the foundational elements of the program have been created by CDC, the program will be country-owned and tailored. Thus, CDC has been working closely with the Bangladesh Ministry of Health to modify and tailor the program for the needs of Bangladesh.

For many years, CDC has demonstrated international success in training a highly-trained, versatile contingent of field epidemiologists through the Field Epidemiology Training Program (FETP), including a robust Ministry of Health-run FETP program in Bangladesh. Utilizing the same competency and practice-based approach, the IMPACT training program will select a talented group of fellows who will learn primarily through service, as well as through classroom-based instruction.

The program will take a two-track approach in Bangladesh. Track One is a two-year, experiential learning program that provides junior to mid-level professionals with tools to more effectively advance public health initiatives in their assigned county. In this program, approximately 75% of the fellows training will be through field-based assignments; their activities will be monitored and supported by mentors and site supervisors. In addition to this two-year program, IMPACT will have a second track for senior managers.

Track Two (Distinguished Fellows Program) of the IMPACT program is a five month advanced course. Again, IMPACT senior fellows will spend the majority of their time in a field-based assignment; however, this time their assignment will be to work in their current managerial positions trying to change their management strategies and activities to more closely align with the best practices taught in the IMPACT program. Once per month, these senior fellows will participate in classroom training. Senior fellows will not be provided with a mentor, but will have access to a rotation of senior colleagues for consultation and feedback. This shorter course is designed for existing public health managers working in all levels of the Ministry of Health (e.g., national and county).

Both Track One and Track Two of the IMPACT program will provide extensive training in the eight core IMPACT competency domains. However, the Track One (two-year course) will focus on basic to intermediate skill development to ensure fellows are steadily gaining expertise in management. For Track Two, the focus will be on advanced training on the eight IMPACT public health management competencies. Thus, Track Two will meet senior fellows at their current stage of experience and elevate their knowledge and ability to translate that knowledge into more successful practice.

Graduation from the IMPACT program signifies that the fellow has gained extensive experience in public health and developed both the management and leadership competence needed to contribute to improving the health of populations at the national, district, sub-district, and local levels. IMPACT graduates will be able to apply the experience, knowledge, and skills developed by the IMPACT program to address critical public health challenges and serve as public health leaders in their countries and beyond.

# IMPACT Competencies

IMPACT is a competency-based program, similar in nature to many training programs at the U.S. Centers for Disease Control and Prevention. Under the IMPACT program, a competency is defined as a combination of knowledge, skills, and abilities that are critical to the effective and efficient performance as a public health manager. IMPACT competencies provide a framework for the training, assignments, and practical activities of the fellows and describe capabilities the fellow should be able to demonstrate following program completion. Competencies are also core to the program planning and evaluation process and will continue to evolve to meet the expanding mission of public health.

The IMPACT Distinguished Fellows Program focused on seven of the eight competencies, as the Basic Public Health Sciences and Practices are not covered explicitly. However, given that Distinguished Fellows have been working in the public health field for a lengthy period of time, it is viewed that they have a high degree of knowledge in this area. Thus, principles of public health science are woven into educational modules on the other management competencies.

## Development of the IMPACT Competencies

The IMPACT competencies were adapted from the Core Competencies for Public Health Professionals, which was created by a collaborative of 20 U.S. public health organizations, including the CDC. The collaborative is collectively known as the Council on Linkages between Academia and Public Health Practice, or the Council on Linkages.

In addition to the competencies defined by the Council on Linkages, an additional competency was added to the IMPACT program to address the critical issue of emergency preparedness and response in developing nations. This eighth competency is defined as Emergency Planning, Preparedness, and Response. The final modification that was made to the Council of Linkages competencies was that the Cultural Competency domain was not included.

The IMPACT program competencies target a mastery level equivalent to the Council of Linkages Tier 2 Core Competencies for Public Health Professionals, which is described as: "Program Management/Supervisory Level. Tier 2 competencies apply to public health professionals in program management or supervisory roles. Responsibilities of these professionals may include developing, implementing, and evaluating programs; supervising staff; establishing and maintaining community partnerships; managing timelines and work plans; making policy recommendations; and providing technical expertise."

## Domains and Competency Statements

The IMPACT competencies are divided into 8 domains (skill sets):

1. **Program Planning and Management**
   1.1. Applies basic concepts of supervision, team building, and conflict resolution.
   1.2. Creates program plans, including tasks, resources, schedules, milestones, and outcomes.
   1.3. Develops concepts and strategies to implement program initiatives targeting general or specific audiences.

1.4. Conducts systematic monitoring and evaluation methods to assess program processes, outputs, and outcomes.
1.5. Summarizes and reports progress on program implementation.

2. **Communication**
   2.1. Effectively communicates both orally and in writing.
   2.2. Selects and uses tools as appropriate to support program-level public health work including: email, voice, and electronic messaging, presentation and spreadsheet applications, and geographic information systems.
   2.3. Develops and implements health promotion communications strategies within community based health education and community development activities.
   2.4. Conveys accurate and objective knowledge about and understanding of health risk or hazards to diverse audiences including restatement of measures of risk such as probability, risk ratios etc.
   2.5. Organizes and conducts effective meetings.
   2.6. Develops talking points, Q and As, and other briefing documents that reflect a thorough understanding of program goals and objectives.
   2.7. Applies communication and group dynamic strategies (e.g., principled negotiation, conflict resolution, active listening, risk communication) in interactions with individuals and groups.

3. **Community Partnership Development and Community Assessment**
   3.1. Collaborates with community partners to develop, implement, and evaluate programs for the purpose of improving public health.
   3.2. Identifies community assets and available key resources for services.
   3.3. Conducts community health needs assessments using established guidelines.

4. **Analysis and Assessment**
   4.1. Utilizes the public health information infrastructure to collect, process, maintain, and disseminate data.
   4.2. Leads analysis of data to examine the effectiveness of programs and to inform decisions.

5. **Organizational Leadership and Systems Awareness.**
   5.1. Contributes to implementation of organizational strategic plans.
   5.2. Identifies and analyzes concerns and develops recommendations to resolve problems related to program operations.
   5.3. Creates an individual development plan for increasing knowledge and developing skills to lead.
   5.4. Recognizes and follows public health laws, regulations, policies, and procedures when managing a component of a public health program, intervention or research.
   5.5. Navigates organizational interests and builds relationships to effectively work across agencies and organizations.

6. **Basic Public Health Sciences and Practices***
   6.1. Identifies how their role inter-relates within the basic public health sciences (including, but not limited to epidemiology, laboratory science, environmental health sciences, health services administration, biostatistics, and social and behavioral health sciences) to effectively manage public health policies and programs.
   6.2. Coordinates and/or manages health promotion, disease and injury prevention, and/or control programs.

*The Basic Public Health Sciences and Practices are not covered explicitly as part of the IMPACT Distinguished Fellows Program. However, given that Distinguished Fellows have been working in the public health field for a lengthy period of time, it is viewed that they have a high degree of knowledge in this area. Thus, principles of public health science are woven into educational modules on the other management competencies.*

7. **Budget and Financial Planning**
    7.1 Operates within the budget and financial planning guidelines and processes set by the organization, donor, or other funding source.
    7.2 Demonstrates knowledge of the overall staffing, budget and procurement processes.
    7.3 Integrates financial data to guide program planning and decision-making.
    7.4 Understands and utilizes work load analysis, financial report, and program and project budgeting.

8 **Emergency Planning, Preparedness, and Response**
    8.1 Contributes expertise in logistics, operations, and risk communications to support the preparation for, conduct of, and completion of a public health investigation and threat response.
    8.2 Contributes to, prepares for, and participates in national and local emergency response planning exercises.
    8.3 Organizes, deploys, and protects the health and safety of staff as they participate in investigations and events affecting the public's health.
    8.4 Recognizes and utilizes incident command practices, leadership strategies, and appropriate communications channels in order to facilitate collaboration, manage activities, and maintain situational awareness.

## *Competency Development Matrixes*

Each competency is developed through a combination of mentoring, Core Activities for Learning, and mentoring. The following sections identify the components of the course curriculum that will support the development of each competency.

### 1.1  Applies basic concepts of supervision, team building, and conflict resolution.

| *Core Activities for Learning* | *Associated Course Title(s)* |
|---|---|
| This competency will be developed throughout all of the Core Activities for Learning in how fellows interact with and oversee team members and stakeholders. | • Team Building for Public Health Professionals<br>• Project Management Leadership Skills<br>• Conflict Management<br>• Intro to Leading Others<br>• Managing through Meaningful Conversations<br>• Delegation Is Succeeding Together<br>• Performance Management<br>• Practical Leadership Skills |

Sample activities:

- Manages, guides and mentors a team of technical experts/ project staff.

- Manages HR issues including problem solving and defusing conflicts, finding solutions.

- Makes the case for innovative ideas from the team with own supervisor.

- Direct continuous learning (focused on public health practice, the evidence base, and the latest innovations) for CHA staff.

- Participate in yearly performance assessments of program staff, goal setting, and support professional development on an ongoing basis

## 1.2 Creates program plans, including tasks, resources, schedules, milestones, and outcomes.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Design a major public health project or program including an operational plan and evaluation plan<br><br>Provide verbal and written briefs on program and project plans and status to leadership | • Design a major public health project or program including an operational plan and evaluation plan<br>• Provide verbal and written briefs on program and project plans and status to leadership<br>• Program Planning<br>• Project Management<br>• Time Management<br>• Planning for Risk, Managing Issues, and Ensuring Sustainable Outcomes<br>• Budget and Financial Risk Management |

Sample activities:

- Provides advice and support to the development and phased implementation of the Electronic Vaccine Intelligence Network (eVIN) that includes vaccine logistics and cold chain management on one single information system platform in the states of Madhya Pradesh.
- Develops and effectively manages program timelines to ensure timely completion of program deliverables. Serves as the primary contact with partners/clients for all program related items.

## 1.3 Develops concepts and strategies to implement program initiatives targeting general or specific audiences.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Design a major public health project or program including an operational plan and evaluation plan | • Program Planning<br>• Project Management<br>• Values Based Decision Making<br>• Successfully Engaging with Stakeholders<br>• Planning for Risk, Managing Issues, and Ensuring Sustainable Outcomes<br>• Budget and Financial Risk Management |

| | • Advocating for Your Health Program |
| | • Influencing without Authority |
| | • Public Health Ethics |

Sample activities:

- Partners with the state and district level immunization officials to assess and understand the capacity needs and support required for the effective and timely implementation of the eVIN in select states
- Provides solutions and guidance to the project team for meeting  project results in a timely and cost effective manner, with complete buy-in of the MoHFW, donor and the national partners and in keeping with the key organizational mandate and principles of UNDP

## 1.4  Conducts systematic monitoring and evaluation methods to assess program processes, outputs, and outcomes.

| *Core Activities for Learning* | *Associated Course Title(s)* |
|---|---|
| Design a major public health project or program including an operational plan and evaluation plan<br><br>Design, conduct, and report an evaluation of an existing public health program or large project | • Design a major public health project or program including an operational plan and evaluation plan<br><br>• Design, conduct, and report an evaluation of an existing public health program or large project   Project Management<br><br>• Program Evaluation |

Sample activities:

- Lead the design and implementation of the monitoring and evaluation system for health programmes for refugees, returnees, and other persons of concern to UNHCR.

## 1.5  Summarizes and reports progress on program implementation.

| *Core Activities for Learning* | *Associated Course Title(s)* |
|---|---|
| Design a major public health project or program including an operational plan and evaluation plan<br><br>Design, conduct, and report an evaluation of an existing public health program or large project | • Project Management |

Sample activities:

- Prepares periodic status reports, annual reports, case studies, etc. in a qualitative and timely manner.
- Synthesize and document results and lessons from grants and contracts including preparing briefings and portfolio reviews to leadership.
- Reviews and writes (as needed) reports on the program for management and for funders.

2.1  Effectively communicates both orally and in writing.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| This competency will be developed throughout all of the Core Activities for Learning in how fellows communicate in writing and orally. | • IMPACT Strategic Communication for Fellows<br>• Oral Presentation<br>• Written Communication – Writing for the Public<br>• Crisis and Emergency Risk Communication (CERC) |

Sample activities:

- Contribute to writing background documents, briefs, and presentations, including carrying out relevant literature reviews, landscape analyses, and data analysis.
- Develop formal presentations and other materials for use during program-related events

## 2.2 Selects and uses tools as appropriate to support program-level public health work including: email, voice, and electronic messaging, presentation and spreadsheet applications, and geographic information systems.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Communicate scientifically based prevention and risk concepts to public health staff, community leaders, and the public | • Written Communication – Writing for the Public<br>• Crisis and Emergency Risk Communication (CERC)<br>• Public Health Ethics<br>• Public Health 101: Intro to Public Health<br>• Public Health 101: Prevention Effectiveness |

Sample activities:

- Disseminate up-to-date knowledge and findings in the various areas of specialization
- After analyzing situations on the basis of the available evidence and knowledge, leads one's area of responsibility toward individual and collective actions.
- Contribute to writing background documents, briefs, and presentations, including carrying out relevant literature reviews, landscape analyses, and data analysis.

## 2.3 Develops and implements health promotion communications strategies within community based health education and community development activities.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Design a major public health project or program including an operational plan and evaluation plan<br><br>Communicate scientifically based prevention and risk concepts to public health staff, community leaders, and the public | • Oral Presentation<br>• Written Communication – Writing for the Public<br>• Effective Training from Start to Finish |

Sample activities:

- Engage, educate, and inform county-level and municipal policy makers

- Develop plans for community-based health programs aimed at the prevention of disease and promotion of health.
- Help people understand their health condition(s) and develop strategies to improve their health and well being

## 2.4 Conveys accurate and objective knowledge about and understanding of health risk or hazards to diverse audiences including restatement of measures of risk such as probability, risk ratios etc..

| *Core Activities for Learning* | *Associated Course Title(s)* |
|---|---|
| Communicate scientifically based prevention and risk concepts to public health staff, community leaders, and the public | • Written Communication – Writing for the Public<br>• Crisis and Emergency Risk Communication (CERC)<br>• Public Health Ethics<br>• Public Health 101: Intro to Public Health<br>• Public Health 101: Prevention Effectiveness |

Sample activities:
- Disseminate up-to-date knowledge and findings in the various areas of specialization
- After analyzing situations on the basis of the available evidence and knowledge, leads one's area of responsibility toward individual and collective actions.
- Contribute to writing background documents, briefs, and presentations, including carrying out relevant literature reviews, landscape analyses, and data analysis.

## 2.5 Organizes and conducts effective meetings.

| *Core Activities for Learning* | *Associated Course Title(s)* |
|---|---|
| Organize and facilitate effective large and small meetings of health professionals, community leaders and others resulting in documented outcomes | • |

Sample activities:
- Manage and coordinate programmatic meetings
- Organize periodic technical reviews and planning meetings with project stakeholders for RMNCH project
- Plan and coordinate partner consultations and meetings to advance understanding of key issues for the strategy

## 2.6 Develops talking points, Q and As, and other briefing documents that reflect a thorough understanding of program goals and objectives.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Provide verbal and written briefs on program and project plans and status to leadership | • Project Management<br>• Practical Leadership Skills<br>• Effective Training from Start to Finish |

Sample activities

- Verifies and promotes that action is taken in situations that will require future intervention, based on ongoing analysis.
- Contribute to writing background documents, briefs, and presentations, including carrying out relevant literature reviews, landscape analyses, and data analysis.

## 2.7 Applies communication and group dynamic strategies (e.g., principled negotiation, conflict resolution, active listening, risk communication) in interactions with individuals and groups.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| This competency will be developed throughout all of the Core Activities for Learning in how fellows interact with individuals and groups. | • Conflict Management<br>• Team Building for Public Health Professionals<br>• Crisis and Emergency Risk Communication (CERC)<br>• Performance Management<br>• Practical Leadership Skills<br>• Effective Training from Start to Finish<br>• Prioritizing Public Health Problems |

Sample activities:

- Embraces and leads consensual decision-making, that is, leading the fulfillment of team decisions, even when they may not fully coincide with one's own opinions or proposals.
- Manage difficult team situations and promotes consensus building.

## 3.1 Collaborates with community partners to develop, implement, and evaluate programs for the purpose of improving public health.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Design a major public health project or program including an operational plan and evaluation plan<br><br>Develop a health needs assessment that provides data on the factors contributing to | • Community Health Needs Assessment<br>• Values Based Decision Making |

health or identifies health service gaps in a community.

Sample activities:

- Manages specific community health programs from planning and design through implementation and evaluation.
- Facilitate small and large group meetings, internally and externally. This may also include facilitating on site community meetings.
- Recommend community health initiatives, policy implications and best practices after reviewing health literature and statistics.
- Maintain key links to community providers, symptomatic clients, their families and associates, as well as community institutions where outbreaks occur.

## 3.2  Identifies community assets and available key resources for services.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| • Develop a health needs assessment that provides data on the factors contributing to health or identifies health service gaps in a community.<br><br>• Organize and facilitate effective large and small meetings of health professionals, community leaders and others resulting in documented outcomes | • Community Health Needs Assessment |

Sample activities:

- Facilitate small and large group meetings, internally and externally. This may also include facilitating on site community meetings
- Coordinate with the Project team to ensure continued strengthening of local partners' organizational and technical capacity, effective community mobilization and identification of local civil society organizations (formal and informal)
- Mobilize community partnerships and action to identify and solve health problems.

## 3.3  Conducts community health needs assessments using established guidelines.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Develop a health needs assessment that provides data on the factors contributing to health or identifies health service gaps in a community. | • Community Health Needs Assessment<br><br>• Values Based Decision Making |

Sample activities:

- Diagnose and investigate health problems and health hazards in the community

- Participates in Oneida County Health Department's community health assessment and health improvement planning and intervention activities.

## 4.1 Utilizes the public health information infrastructure to collect, process, maintain, and disseminate data.

| *Core Activities for Learning* | *Associated Course Title(s)* |
|---|---|
| Design, conduct, and report an evaluation of an existing public health program or large project<br><br>Develop a health needs assessment that provides data on the factors contributing to health or identifies health service gaps in a community. | • Program Evaluation<br>• *Prioritizing Public Health Problems*<br>• *Public Health 101: Prevention Effectiveness*<br>• *Public Health 101: Surveillance*<br>• *Public Health 101: Epidemiology*<br>• *Public Health 101: Laboratories*<br>• *Technology for Public Health*<br>• *Written Communication – Writing for the Public*<br>• *Community Health Needs Assessment* |

Sample activities:

- Assists with technical analysis of health status indicators and demographic data in the Asia and Middle East region
- Disseminate up-to-date knowledge and findings in the various areas of specialization
- Conduct and coordinate basic research activities to support program and portfolio development

## 4.2 Leads analysis of data to examine the effectiveness of programs and to inform decisions.

| *Core Activities for Learning* | *Associated Course Title(s)* |
|---|---|
| Design, conduct, and report an evaluation of an existing public health program or large project<br><br>Develop a health needs assessment that provides data on the factors contributing to health or identifies health service gaps in a community | • Program Evaluation<br>• *Program Planning*<br>• *Community Health Needs Assessment*<br>• *Values Based Decision Making* |

Sample activities:

- Facilitate the inclusion of UNHCR programmes in inter-agency assessment and evaluation efforts.
- Ensure programmatic excellence through development and implementation of innovative performance and outcomes measures.

- Assists missions and the Asia and Middle East Bureaus in the analysis of data and programs towards the design, development and evaluation of PHN sector activities.

## 5.1 Contributes to implementation of organizational strategic plans.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| The activities will vary based on each MoH's strategic plans and priorities. | • Influencing without Authority<br>• Leading Teams Through Change<br>• Values Based Decision Making |

Sample activities:

- Participates in the preparation of strategic plans, providing input about their impact, quality, critical points, and risks
- Develop and ensure implementation of UNHCR's Strategic Plan for HIV and RH

## 5.2 Identifies and analyzes concerns and develops recommendations to resolve problems related to program operations.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| • Design, conduct, and report an evaluation of an existing public health program or large project<br>• Develop a health needs assessment that provides data on the factors contributing to health or identifies health service gaps in a community<br>• Provide verbal and written briefs on program and project plans and status to leadership<br>• Facilitate or participate in consensus building activities within a multi-disciplined work group to prioritize at least 1-2 public health problems and document the results | • Practical Leadership Skills<br>• Values Based Decision Making<br>• Prioritizing Public Health Problems<br>• Project Management<br>• Supply Chain Management<br>• Performance Management<br>• Advocating for Your Health Program<br>• Influencing without Authority |

Sample activities:

- Promote the development of technical and management guidelines and best practice standards for the strengthening of neonatal, perinatal, child health programs, and services delivery, including the incorporation of risk approach and appropriate technology for improving program efficiency and effectiveness;
- Selects priority ideas for executing the interventions after anticipating their potential problems and solutions.

## 5.3 Creates an individual development plan for increasing knowledge and developing skills to lead.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Development of the IMPACT work plan and participation in the program will provide an opportunity to practice this | • The IMPACT Work Plan and Performance Requirements<br>• IMPACT Strategic Communication for Fellows<br>• Performance Management<br>• Effective Training from Start to Finish |

Sample activities:

- Develops an understanding of own strengths and development needs
- Demonstrates openness to change and ability to manage complexities
- Maintains awareness of new developments in own area of expertise and promotes this knowledge with others who may benefit
- Assumes responsibility for own professional growth and development by pursuing education, participating in professional committees and work groups, and contributing to a work environment where continual improvements in practice are pursued

## 5.4 Recognizes and follows public health laws, regulations, policies, and procedures when managing a component of a public health program, intervention or research.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| This competency will be developed throughout all of the Core Activities for Learning | • Public Health Ethics<br>• Guest speakers from MoH |

Sample activities:

- Promote and support the establishment of policies, norms, and standards for the design, organization, and functional programming and operation of health systems
- Support the governance and development of social protection systems and other institutional and nongovernmental sectors, in the context of national health policies and plans, as part of the development and strengthening of the steering role of the sector and health care systems
- Adhere to administrative and recordkeeping guidelines to support accurate bookkeeping and documentation activities
- Develops an understanding of Agency strategies and approaches, and develops analytic, strategic, and program recommendations which demonstrate and/or take into consideration Agency policies and approaches
- Promote and undertake key actions that favor the implementation of community family health policies, taking into consideration existing legislation

## 5.5 Navigates organizational interests and builds relationships to effectively work across agencies and organizations.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| This competency will be developed throughout all of the Core Activities for Learning in how the fellows interact across agencies and organizations in their work | • Prioritizing Public Health Problems<br>• Influencing without Authority<br>• Team Building for Public Health Professionals<br>• Advocating for Your Health Program<br>• Leading Teams Through Change<br>• Practical Leadership Skills<br>• Values Based Decision Making<br>• Public Health 101 (all modules) |

Sample activities:

- Work in a multi sectorial and coordinated approach in co-operation with UN agencies, donors, non-governmental organizations (NGOs) and other humanitarian partners, including relevant IASC mechanisms.
- Engage in national- and state-level relationship building to increase CHA's visibility and ensure strategic programmatic and organizational growth.

## 6.1 Identifies how their role inter-relates within the basic public health sciences to effectively manage public health policies and programs.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| This competency will be developed throughout all of the Core Activities for Learning in how the fellows interact across agencies and organizations in their work | • Public Health 101 (all modules)<br>• Supply Chain Management<br>• Practical Leadership Skills |

Sample activities:

- Ensures programs are leveraging expertise, relationships and other commonalities across programs across other functional components of the organization
- Enhance organizational excellence by ensuring alignment with the public health evidence base, emerging trends, and the relevant literature.
- Work closely with other members of the RMNCH health service delivery team and implementing partners to ensure effective integration of MCH activities into other project-supported interventions

## 6.2 Coordinates and/or manages health promotion, disease and injury prevention, and/or control programs.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| This competency will be developed throughout all of the Core Activities for Learning | • Program Planning<br>• Program Evaluation<br>• Practical Leadership Skills<br>• Project Management<br>• Project Management Leadership Skills |

Sample activities:

- Develops and/or coordinates CHA and I Phi programmatic activities
- Program manager / program coordinator

## 7.1 Operates within the budget and financial planning guidelines and processes set by the organization, donor, or other funding source.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| This competency will be developed throughout all of the Core Activities for Learning | • Project Management<br>• Budget and Financial Management<br>• MoH Guest Speakers |

Sample activities:

- Adhere to administrative and recordkeeping guidelines to support accurate bookkeeping and documentation of activities
- Supports the Country Director in the management of human and financial resources, with particular attention to ensuring systems of accountability as per UNFPA policies, rules, and procedures
- Guarantees and leads on assuring the integrity of financial systems, review of budget requirements, and the consistent application of rules and regulations
- 

## 7.2 Demonstrates knowledge of the overall staffing, budget and procurement processes.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Develop and present a staffing plan and budget for a program or major project | • Project Management<br>• Budget and Financial Management<br>• Supply Chain Management |

Sample activities:

- Assesses additional resource requirements for the Country Programme and contributes to resource mobilization plan and activities

- Adhere to administrative and recordkeeping guidelines to support accurate bookkeeping and documentation of activities
- Manage, lead, and implement all planning, budgeting, implementing, and monitoring processes of the project, and track use of financial resources in accordance with UNDP rules and regulations
- Work closely with the Technical Advisor – Essential Medicines and supply chain management people with regard to MCH drugs and related stocks supply
- Participate in planning and budgeting activities, especially in regard to maternal and child health services

## 7.3 Integrates financial data to guide program planning and decision-making.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Design a major public health project or program including an operational plan and evaluation plan<br><br>Develop and present a staffing plan and budget for a program or major project | • Project Management<br><br>• Budget and Financial Management<br><br>• Budget and Financial Risk Management |

Sample activities:

- Monitors and manages potential risks to the project delivery and is responsible for taking immediate corrective measures to provide timely guidance to project team to mitigate these risks. Escalates issues to UNDP management as needed.

## 7.4 Understands and utilizes work load analysis, financial report, and program and project budgeting.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Design a major public health project or program including an operational plan and evaluation plan<br><br>Develop and present a staffing plan and budget for a program or major project | • Project Management<br><br>• Budget and Financial Management<br><br>• Budget and Financial Risk Management |

Sample activities:

- Collaborate with the Country Office in the preparation of biennial programs and budgets, semiannual work plans, and periodic evaluations for assigned projects
- Collaborates in activities such as time studies that contribute to the development of budgets and the efficient use of resources
-

## 8.1 Contributes expertise in logistics, operations, and risk communications to support the preparation for, conduct of, and completion of a public health investigation and threat response.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Provide management/operations support for a field investigation or response to a potentially serious public health problem that requires a timely response | • Crisis and Emergency Risk Communication (CERC)<br>• Local Training on Logistics and Operations for Emergencies<br>• Budgeting for Security |

Sample activities:

- Maintain a thorough understanding of the and overall emergency response and preparedness priorities and gaps throughout the country.
- Support the development and adaptation of tools and modules for maternal, neonatal, and child health care during emergency situations and disasters

## 8.2 Contributes to, prepares for, and participates in national and local emergency response planning exercises.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Provide management/operations support for a field investigation or response to a potentially serious public health problem that requires a timely response | • Megatrends<br>• Communicable Diseases in Humanitarian Emergencies & PH Event Management<br>• Basics of Disaster Epidemiology<br>• Transforming assessment information into strategies and response plan<br>• Introduction to Public Health Preparedness<br>• Decision Making and Problem Solving with Tabletop Activities |

Sample activities:

- Participates in Department and community emergency response training and drills in support of public health emergency and disaster preparedness

## 8.3 Organizes, deploys, and protects the health and safety of staff as they participate in investigations and events affecting the public's health.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Provide management/operations support for a field investigation or response to a potentially serious public health problem that requires a timely response | • Overview of Psychosocial Consequences of Disasters<br>• Staff Allocation Decision Guide<br>• Budgeting For Security |

| | Acceptance In Action |
|---|---|
| Develop and present a staffing plan and budget for a program or major project | • Acceptance In Action<br>• Local Security Training |

Sample activities:

- Performs public health emergency response duties as assigned and consistent with training provided

## 8.4 Recognizes and utilizes incident command practices, leadership strategies, and appropriate communications channels in order to facilitate collaboration, manage activities, and maintain situational awareness.

| Core Activities for Learning | Associated Course Title(s) |
|---|---|
| Provide management/operations support for a field investigation or response to a potentially serious public health problem that requires a timely response | • An Introduction to the Incident Command System<br>• Introduction to the Health Cluster<br>• Local Logistics and Operations Challenges in Emergencies |

Sample activities:

- Performs public health emergency response duties as assigned and consistent with training provided
- Participates in Department and community emergency response training and drills in support of public health emergency and disaster preparedness

# *Core Activities for Learning*

The hallmark of IMPACT is its experiential learning format that requires the fellows to apply what they learned in the didactic training during field assignments. Under the guidance of an experienced Resident Advisor and an assigned mentor, fellows begin by creating a work plan that outlines how they will utilize the skills learned in the classroom in their field assignment or senior management position. This work plan will serve as a guide to assist fellows in structuring their work in service so that they gain practical experience with the best practices and strategies espoused by the IMPACT program.

In addition, specific work assignments, known as Core Activities for Learning (CALs), must be completed by all fellows in order to successfully complete the fellowship. The assignments for Track Two are described in Table 1.

**Table 1. List of IMPACT Core Activities for Learning for IMPACT Track Two (six-month) Program Fellows**

| Fellows must: | Competencies Addressed |
|---|---|
| 1. Devise a proposal for a public health intervention or evaluation in a community in which they work. The proposal must utilize the project management strategies utilized during the course and have a realistic chance for success in the community. This proposal will be pitched during the DFP Final Symposium. | 1.2, 1.3, 1.4, 1.5, 2.1, 5.2, 5.4, 5.5 |

| Complete TWO of the developmental projects listed below utilizing IMPACT competencies and strategies | Competencies Addressed |
|---|---|
| 2. Develop or revise and present a staffing plan and budget for a program or major project | 1.1, 2.7, 7.1, 7.2, 7.3, 7.4 |
| 3. Facilitate or participate in consensus building activities within a multi-disciplined work group to prioritize at least 1-2 public health challenges and document the results | 2.1, 2.5, 2.6, 5.2, 5.5 |
| 4. Communicate scientifically based prevention and risk concepts to public health staff, community leaders, and the public | 2.1, 2.3, 2.4, 3.1, 6.1, 6.2 |

# Overview of Schedule

| Course Theme and Modules | Duration |
|---|---|
| **Theme: Project Management**<br><br>**Modules**: Stakeholder Analysis, Situation Analysis, Problem Tree Analysis, Objective Tree Analysis, Strategy Analysis, Log frame Matrix, Work Breakdown Structure, M&E, Performance Management | 5 days |
| **Theme: Strategic Collaboration and Communication**<br><br>**Modules**: Supervision, Delegation, and Conflict Management, Mentoring, Successfully Engaging with Stakeholders, Public Health Ethics, Leading Effective Meetings, Community Health Needs Assessment, Writing Success Stories, Media Advocacy & Strategy, Health Promotion | 7 days<br>(Note: This section can be split into two months making the overall course 6 months duration) |
| **Theme: Operations in Public Health Management**<br><br>**Modules**: Budget and Financial Management, Supply Chain Management | 4 days |
| **Theme: Public Health Emergency Planning, Preparedness, and Response**<br><br>**Modules**: Introduction to ICS & IHR, Staffing Decision Tabletop, Psychological First Aid, Basics of Disaster Epidemiology, Crisis & Emergency Risk Communications, Emergency Logistics & Operations in Bangladesh, Decision Making and Problem Solving During Emergencies, Transforming Assessment Information into Strategies, Post-disaster Long-term Response | 5 days |
| **Final Symposium: Group Case Study (Harvard Method) and Final Presentations**<br><br>Part I: Two-day, comprehensive case study exercise requiring cohort to utilize the tenets of their project management training as well as their own experience to determine the best way to proceed  through the case scenario.<br><br>Part II: Members of the cohort must make individual presentations based on the summative Core Activity of Learning (Devise a proposal for a public health intervention or evaluation in a community in which they work.  The proposal must utilize the project management strategies utilized during the course and have a realistic chance for success in the community). Presentations are a culmination of monthly exercises to develop project proposals. All presentations are delivered to a panel of in country experts in public health, business, and academia, who question cohort members on the merits of their project. | 4 days |

# Course 1: Project Management Workshop

## Sample Schedule (Overview)

Note that this schedule assumes that there will be two breaks totaling 45 minutes, a 60 minute lunch break, and a 30 minute daily debrief (totaling 2 ¼ hours). This is a sample schedule and may be adjusted as needed.

| Day One | Day Two | Day Three | Day Four | Day Five |
|---|---|---|---|---|
| • Welcome, Program Opening<br>• Project Management Introduction<br>• Stakeholder Analysis<br>• Situation Analysis | • Problem Tree Analysis<br>• Objective Tree Analysis<br>• Strategy Analysis | • Strategy Analysis, continued<br>• Logical Framework Matrix<br>• Preconditions & Assumptions | • Pre-conditions and assumptions, continued<br>• Indicators & Means of Verification<br>• Work Breakdown Structure | • Measurement and Evaluation<br>• Performance Management<br>• Reporting<br>• Conclusion |

## Project Management Workshop Description

| TITLE | LEARNING OBJECTIVES | COMPETENCIES | HH:MM |
|---|---|---|---|
| **Project Management** | <ul><li>Balance the variable equation of project management in regards to scope, time and resources</li><li>Apply the logical framework process for stakeholders, problem/objective tree and planning matrix analysis</li><li>Practice planning tools for managing projects, large and small</li><li>Successfully manage projects from inception to conclusion</li><li>Assess best practices and lessons learned for project replication and scale-up</li></ul> | 1.2, 1.3, 1.4, 1.5, 5.2 | 32:30 |

# Course 2: Strategic Collaboration & Communication Workshop

This is a **sample** schedule and may be adjusted as needed. See the course descriptions that follow this **sample** schedule to provide input on who will be teaching and specific requirements, suggestions per session.

| Day One | Day Two | Day Three | Day Four | Day Five |
|---|---|---|---|---|
| • Welcome, Program Opening<br>• Supervision and Delegation<br>• Leading Effective Meetings<br>• Conflict Management | • Mentoring<br>• Successfully Engaging with Stakeholders<br>• Public Health Ethics | • Community Health Needs Assessments | • Community Health Needs Assessments<br>• Writing Success Stories | • Media Advocacy<br>• Health Promotion<br>• Conclusion |

# *Strategic Collaboration and Communication Course Descriptions*

| TITLE | LEARNING OBJECTIVES | COMPETENCIES | HH:MM |
|---|---|---|---|
| **Supervision and Delegation** | • Discuss the leadership skills associated with a successful Project Manager<br>• Practice strategies for supervision and delegation | 1.1 | 06:30 |
| **Conflict Management** | • Identify common causes of conflict<br>• Recognize conflicting priorities and personalities within a work team, or between a manager and employee<br>• Use productive strategies to resolve conflict<br>• Describe ways to prevent conflict | 1.1, 2.7 | 03:00 |
| **Mentoring** | • Describe the characteristics of a good mentor<br>• Describe the benefits of mentoring<br>• List the core responsibilities of a mentor during all stages of an IMPACT's activities<br>• Describe strategies to overcome common challenges when supervisor may be called to mentor an employee<br>• Describe the contribution of coaching and mentoring to improve performance<br>• Use active listening and powerful questions when coaching and mentoring others<br>• Choose appropriate coaching and mentoring methods to encourage professional development in IMPACT fellows<br>• Identify communication responsibilities as a mentor<br>• Use a communication checklist to plan effective communication<br>• Identify the most common forms of written and oral communication that an IMPACT fellow will | 1.1 | 05:30 |
| **Successfully Engaging with Stakeholders** | • Define the steps in conducting a stakeholder analysis<br>• Identify the key elements to include in a stakeholder profile<br>• List the steps in a Ladder of Participation<br>• Identify categories and methods of participation for each stakeholder<br>• Explore the Relationship Model and Ladder of Participation | 3.1 | 02:00 |

| | | | |
|---|---|---|---|
| | • Identify and discuss methods to encourage stakeholder participation | | |
| **Public Health Ethics** | • Gain an overview of the basics of public health ethics <br> • Learn how to apply ethics frameworks to public health decision making <br> • Learn to apply public health ethics tools to address ethical challenges that commonly arise in the practice of public health <br> • Explore the overlap between ethics and law <br> • Examine how the use of case studies can assist with exploring ethical issues in public health practice <br> • Examine specific ways to integrate ethical considerations in the day-to-day decision making in local public health departments | 5.4 | 03:00 |
| **Leading Effective Meetings** | • Recognize how effective meeting planning and execution can assist in program planning, project initiative, and program evaluations <br> • Describe how meetings can improve organizational culture and capacity <br> • Apply tools and techniques to identify who your audience is <br> • Select the right type of meeting to deliver your agenda based on time, topic, and audience <br> • List the different roles a public health manager has dependent on the meeting <br> • List the elements of running an effective meeting <br> • Identify the difference between a meeting purpose and a meeting goal <br> • Apply skills for effective, relationship-centered meetings <br> • List the ground rules needed for all parties participating in a meeting <br> • Choose solutions to overcome common meeting challenges | 2.5 | 02:00 |
| **Community Health Needs Assessment** | • Plan for a community needs assessment <br> • Review and rate data collected from a community needs assessment <br> • Summarize data by creating sector data grids <br> • Develop and prioritize strategies for improvement | 3.1, 3.2, 3.3 | 10:00 |

| | • Create a community action plan | | |
|---|---|---|---|
| **Writing Success Stories: Impact and Value** | This course enables learners to develop stories to share their program's successes. They will be able to:<br>• Describe the benefits of using success stories to support a public health program<br>• Determine the audience for your success story<br>• Describe the components of a good success story<br>• Create an outline for an success story<br>• Describe how to use the development tools and template to create a quality success story<br>• Develop a success story for your program using these tools | 1.5 | 02:00 |
| **Media Advocacy & Strategy** | • Coordinate media advocacy efforts<br>• Describe the elements of media advocacy with a focus on strategy<br>• Frame a public health story and develop key messages<br>• Evaluate your media advocacy efforts | 2.3, 2.6 | 04:00 |
| **Health Promotion: Social-ecological Concepts in Public Health Promotion** | The course is designed to help students develop basic literacy regarding social-ecological concepts and processes that influence health status and public health interventions. Participants will be able to:<br>• Describe the  constructs of the social-ecological model<br>• Connect social-ecological model to health promotion<br>• Identify community components, characteristics and typologies at every level of the social-ecological model<br>• Integrate key characteristics of the social-ecological model into interventions<br>• Discuss the importance of using the social-ecological model as a public health manager | 2.3 | 02:00 |

# Course 3: Operations in Public Health Management Workshop

This is a **sample** schedule and may be adjusted as needed. The International Union Against TB and Lung Disease will teach all of these sessions.

| Day One | Day Two | Day Three | Day Four |
|---|---|---|---|
| • Welcome Back<br>• Budget and Financial Management | • Budget and Financial Management | • Budget and Financial Management | • Budget Case Study<br>• Supply Chain Management |

## *Course Descriptions*

| TITLE | LEARNING OBJECTIVES | COMPETENCIES | HH:MM |
|---|---|---|---|
| **Budget and Financial Management** | • Apply budgeting basics to public health projects<br>• Soundly understand cost categorization, pooling, and presentation<br>• Prepare a line-item project budget with budget narratives<br>• Determine the relevance and need for forecasting, variance analysis and reporting<br>• Acquire baseline understanding of financial accounting | 7.1, 7.2, 7.3, 7.4 | 16:50 |
| **Supply Chain Management** | • Describe key-players and forces in the global pharmaceutical and health care market<br>• Explain the essential medicines concept as a basis for transparent and cost-effective procurement<br>• Distinguish between consumption-based and morbidity-based quantification approaches<br>• Discuss factors that will determine whether a product require more or less safety stock<br>• Explore the use of on-line pricing references in making price estimates<br>• Examine the process of drug registration and import permission<br>• Identify various procurement approaches<br>• Discuss factors that contribute to good storage practice | 5.2, 6.1 | 06:30 |

| TITLE | LEARNING OBJECTIVES | COMPETENCIES | HH:MM |
|---|---|---|---|
| | • Describe the main characteristics of any supply system<br>• Recognize concepts associated with use and management of expired and obsolete products | | |

# Course 4: Intro to Public Health Emergency Response and Preparedness Workshop

This is a **sample** schedule and may be adjusted as needed. See the course descriptions that follow this **sample** schedule to provide input on who will be teaching and specific requirements, suggestions per session.

| Day One | Day Two | Day Three | Day Four |
|---|---|---|---|
| • Intro to Public Health Emergency Response Preparedness<br>• Staffing Allocation Decision Guide<br>• International Guidelines and Standards<br>• Intro to an Incident Command System<br>• Basics of Disaster Epidemiology | • Logistics and Operations Challenges in Emergencies<br>• Psychological Aid for Responders<br>• Crisis and Emergency Risk Communication-CERC | • Crisis and Emergency Risk Communication-CERC, continued<br>• Decision Making and Problem Solving w/ Tabletop Activities | • Decision Making and Problem Solving w/ Tabletop Activities, continued<br>• Transforming Assessment Information into Strategies and Response Plans<br>• The Role of Epidemiology Post Disaster |

## Course Descriptions

| TITLE | LEARNING OBJECTIVES | COMPETENCIES | HH:MM |
|---|---|---|---|
| **International Guidelines and Standards** | 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.<br><br>• Recognize the role, functioning and membership of the WHO health cluster at global and country level<br>• Describe the relevance of the WHO International Health Regulations to the Ministry of Health<br>• Describe the relevance of the Sphere Project to the Ministry of Health | **8.4** | **01:00** |
| **Introduction to an Incident Command System** | This course is designed to provide an overview incident management systems and has been generalized for non-US audiences. Participants should be able to:<br><br>• Describe how an Incident Command System is used to manage incidents<br>• Be prepared to coordinate with response partners from all levels of government and the private sector | **8.4** | **00:45** |
| **Staff Allocation Decision Guide** | 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 | **8.3** | **02:00** |

| TITLE | LEARNING OBJECTIVES | COMPETENCIES | HH:MM |
|---|---|---|---|
| | format for tabletop exercises that will build experience in making the difficult decisions called for during an emergency.<br><br>• Apply an organized approach to determine the type and number of response staff needed for a disease investigation and intervention | | |
| **Basics of Disaster Epidemiology** | 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:<br><br>• Explain the role of an epidemiology team in preparedness and response<br>• Discuss how to participate in a rapid health assessment<br>• Describe the key components of public health disaster surveillance<br>• Discuss and plan for logistical challenges<br>• Describe how outbreak investigations mitigate ongoing health risks of disasters | 8.2 | 02:00 |
| **Psychological First Aid for Responders** | Managing Stress in Emergency Response Professionals<br><br>• Identify emergency response professionals<br>• Recognize characteristics of disaster realities<br>• Identify how to manage your own stress, as a responder onsite<br>• Recognize signs and symptoms that might indicate a need for stress management intervention<br>• Identify who to contact when requiring stress management assistance<br><br>Psychological Aid for First Responders<br><br>• Define "psychological first aid"<br>• Identify who provides psychological first aid | 8.3 | 01:15 |

| TITLE | LEARNING OBJECTIVES | COMPETENCIES | HH:MM |
|---|---|---|---|
| | • Distinguish what to do and not do in providing psychological first aid | | |
| **Crisis and Emergency Risk Communication (CERC)** | 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.<br><br>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.<br><br>The course also delves into concepts of social psychology related to building psychological resilience, countering stigmatization, and increasing cultural competence in emergency risk communication. | **8.1** | **06:30** |
| **Logistics and Operations Challenges in Emergencies** | *(This topic will require local development and facilitation)*<br><br>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: | **8.1, 8.4** | **01:00** |

| TITLE | LEARNING OBJECTIVES | COMPETENCIES | HH:MM |
|---|---|---|---|
| | • Discuss logistical options for getting data from the field to the office, in situations where usual tools and resources may not be available<br>• Overcome environmental barriers such as lack of electricity, mobile phones<br>• Use time management and project management strategies to maximize time while operationalizing and expediting results quickly | | |
| **Decision Making and Problem Solving with Tabletop Activities** | 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:<br><br>• Describe the impact of effective decision making in an emergency<br>• Identify attributes associated with an effective decision maker<br>• Describe the steps of the analytical problem-solving model<br>• Identify when group decision making is a good approach<br>• Describe advantages and limitations of group decision making<br>• Identify methods for promoting an effective group decision making process<br>• Identify impediments to effective decision making in a crisis<br>• Describe strategies for enhancing crisis decision making<br>• Describe how ethical considerations impact decision making | 8.2 | 05:00 |
| **Transforming assessment information into** | This session will describe how information is used to prioritize public health risk and create strategies for a response. Participants will review | 8.2 | 02:00 |

| TITLE | LEARNING OBJECTIVES | COMPETENCIES | HH:MM |
|---|---|---|---|
| **strategies and response plan** | case studies for different types of disasters to discuss the threats, priorities, and response strategies. The learning objectives are:<br><br>• Describe the potential health risks associated with different types of disasters<br>• Use a priority analysis matrix to identify the health risks<br>• Describe potential health services and service delivery strategies for different types of disasters<br>• Discuss how to incorporate this information into a response plan | | |
| **The Role of Epidemiology Post-Disaster** | This session will continue to explore the role of epidemiology for the longer term phase following a disaster. The learning objectives are:<br><br>• Explain the role and critical epidemiological tasks in preparedness and response during the first few months following a disaster<br>• Utilize non-traditional sources of information (i.e. rumor-based surveillance, social media, internet)<br>• Conduct a hot wash or after-action review | **8.2** | **00:45** |

# Course 5: Final Symposium: Group Case Study

The final session of the course will include three components:

- Final Comprehensive Case Study (2 days)
- Final Presentations by Distinguished Fellows (1.5- 2 days)
- Graduation and Course Closing (0.5 day)

This is a **sample** schedule and may be adjusted as needed. See the course descriptions that follow this **sample** schedule to provide input on who will be teaching and specific requirements, suggestions per session.

| Day One | Day Two | Day Three | Day Four |
|---|---|---|---|
| • Final Comprehensive Case Study Exercise | • Final Comprehensive Case Study Exercise | • Final Proposal Presentations before Panel | • Final Proposal Presentations before Panel<br>• Graduation, Awards, Closing Ceremony |

## *Course Descriptions*

| TITLE | LEARNING OBJECTIVES | COMPETENCIES | HH:MM |
|---|---|---|---|
| **Final Comprehensive Case Study Exercise** | Distinguished Fellows are presented with a case and asked to place themselves in the role of manager, or decision-maker as they map out their recommended strategy to respond to the situation presented.<br><br>The Distinguished Fellows must perform the necessary analyses based on the case provided and examine the causes and options for various courses of action in order to devise a final set of recommendations.<br><br>As is common with the Harvard Business School Case Study Method, Distinguished Fellows meet in learning teams before the second day of the case study exercise to "discuss their findings with other classmates. In class- under the questioning and guidance of the professor- students probe underlying issues, compare different alternatives, and finally suggest courses of action in light of the objectives" of their public health system. | **All** | **13:00** |

| TITLE | LEARNING OBJECTIVES | COMPETENCIES | HH:MM |
|---|---|---|---|
| | In the methods, students do the majority of the speaking; the facilitator or professor is only there to help in guiding the conversation through observations and questions. Distinguished Fellows must work together to discover the answers and learn from exchanging ideas with their colleagues.<br><br>(www.hbs.edu/mba/academic-experience/Pages/the-hbs-case-method.aspx) | | |
| **Final Proposal Presentations before Panel** | Members of the cohort must make individual presentations based on the summative Core Activity of Learning (Devise a proposal for a public health intervention or evaluation in a community in which they work. The proposal must utilize the project management strategies utilized during the course and have a realistic chance for success in the community). Presentations are a culmination of monthly exercises to develop project proposals.<br><br>All presentations are delivered to a panel of in country experts in public health, business, and academia, who question cohort members on the merits of their project and determine the best project proposal among the cohort. | **All** | **9:00** |