

Lesson Title	21. HOT Health Department Careers			
Lesson Designer	Chandra Kelsey, MPH, CHES			
Standards	<input type="checkbox"/> CCSS	<input type="checkbox"/> NGSS	<input checked="" type="checkbox"/> ASCA	<input type="checkbox"/> Other
	C:A1.1-C:A1.3 C:B1.4-C:B1.6			
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Understand what role a health department plays in promoting health • Explore careers in the Health Occupations & Technology field • Identify opportunities to become involved in local health efforts • Practice research and data collection • Practice identifying themes 			

Timeline	Duration
Who/what/where/why of health depts <ul style="list-style-type: none"> • 15-minute Lesson: What does a health department do (federal, local, state) (slides 1-12). Complete worksheet side 1 during lesson, discuss answers. Getting involved with the health department (careers, volunteering, user of services) <ul style="list-style-type: none"> • 10-minute lesson: Ten Essential Services, slide deck (slides 13-15) & worksheet side 2 • 15-20 minutes: Students can work in groups to complete the Worksheet using web resources listed on slides 15-16. • 5 minutes: Group Share 	1 class period

Teaching Strategies/Student Actions	Monitoring
<ol style="list-style-type: none"> 1. Teacher will hand out the worksheet and explain directions. 2. While the teacher describes the role of a health department, students will record the different roles of local/state health departments and identify how they are similar and different 3. The teacher will describe the 10 Essential Services a health department provides and describe the jobs responsible for enacting these services. 4. Students will be broken up into 10 groups, each one assigned to 1 of the 10 essential services and work together to explore their section and complete their worksheet using the internet. 5. Students will share and teach the class more about their section. 	<ul style="list-style-type: none"> • Teacher will explain expectations and tasks. • Teacher will move around the room to observe student progress and ensure students are on correct web page • Teacher will provide a time reminder of 5 minutes and one minute to wrap up research before discussing findings as a group.

Product Description	Students will gain insight into the specifics of a health department's function and interdisciplinary team. They will be able to see how many different jobs come together to approach community health holistically.
Evaluation	Students will exhibit competency of these skills by completing this activity: <ul style="list-style-type: none"> • Career exploration • Systems thinking • Identifying themes • Research and dissemination of information

Resources and Materials	Additional Notes
<ul style="list-style-type: none"> Computer displaying slides to class (with access to speakers for 4-min. YouTube video) Printed worksheets Computer or tablet with Internet access Writing utensils Access to websites: <ul style="list-style-type: none"> HOT Guide https://www.healthcareersinct.com/CDC Ten Essential Services https://www.cdc.gov/publichealthgateway/publichealthservices/essentialhealthservices.html Ten Essential Services Toolkit 2020 (multi-lingual materials) https://express.adobe.com/page/Qy1veOhGWyeu5/ 	<p>For a more advanced class (as a first activity) explore where students get health information and explain the role of evidenced-based health information and what are trusted sources of information.</p> <p>Optional question at start of class: 10 minute class participation: How do we protect our health? (personal behaviors and actions listing activity) Where do we get health information from? (list known resources).</p> <p>Teacher: Explain/define evidenced-based practices and evaluating trustworthy health information sources.</p> <p>Reduce 10 Essential Service worksheet to 10-15 minutes or do as homework activity.</p>
Adaptations for an online learning environment	
<ul style="list-style-type: none"> The first worksheet activity can be adapted into an online poll asking if students think a topic is the responsibility of a local/state/both health departments. The group activity can be an online Google doc that each group adds information into. Breakout groups (10) can be assigned while they collaborate on the research. At the end of the session, return all students back to report to the group or presentation and questions can be combined in a Kahoot slide and quiz game. 	

Additional Supporting Websites for Instructors
<p>CDC Public Health Gateway and Training. . https://www.cdc.gov/publichealthgateway/professional/index.html</p> <p>Public Health Key Terms https://www.cdc.gov/training/publichealth101/documents/public-health-key-terms.pdf</p> <p>Public Health 101 Intro to Public Health Resources and Additional Reading. https://www.cdc.gov/training/publichealth101/documents/public-health-references.pdf</p> <p>60 Minute Public Health 101 Webinar. https://youtu.be/-dmJSLNgjxo</p> <p>CT Department of Public Health Local Infrastructure Overview. https://portal.ct.gov/DPH/Local-Health-Admin/LHA/Local-Health-Administration</p> <p>The Public Health National Center for Innovations. https://phnci.org/</p> <p>The Public Health Foundation. http://www.phf.org/</p>

What does a CT health department do?

As you listen to the lesson you will fill in the boxes below. Place a checkmark to show which services you think are provided by either a local town health department, a state health department, or check both if there is a shared responsibility. Roles will vary by states or Tribal lands.

Type of Service	Local Health Dept.	State Health Dept.	Federal
Inspect restaurants for cleanliness			
Monitor population tobacco use			
Provide health education materials			
Provide radon test kits for homes (Radon is an odorless gas that comes from the ground and can be found in homes and has been linked to cancer)			
Investigate food borne illness outbreaks			
Processes lab samples			
Administer vaccinations to the public			
Work with government to influence laws to protect health			
Train future and current public health workers			
Train & recruit emergency preparedness volunteers			
Follow up with sick people with reportable diseases (example: contact tracing for COVID)			

Ten Essential Service Provided by a Health Department

	Service	Related Job Titles	Examples
1	Assess and monitor Population Health		
2	Investigate, diagnose, and address health hazards and root causes		
3	Communicate effectively to inform and educate		
4	Strengthen, support, and mobilize communities and partnerships		
5	Create, champion, and implement policies, plans, and laws		
6	Utilize legal and regulatory actions		
7	Enable equitable access		
8	Build a diverse and skilled workforce		
9	Improve and innovate through evaluation, research, and quality improvement		
10	Build and maintain a strong organizational infrastructure for public health		

(EXAMPLE) What does a CT health department do?

As you listen to the lesson you will fill in the boxes below. Place a checkmark to show which services you think are provided by either a local town health department, a state health department, or check both if there is a shared responsibility. Roles will vary by states or Tribal lands.

Type of Service	Local Health Dept.	State Health Dept.	Federal
Inspect restaurants for cleanliness	✓		
Monitor population tobacco use	✓	✓	✓
Provide health education materials	✓	✓	✓
Provide radon test kits for homes (Radon is an odorless gas that comes from the ground and can be found in homes and has been linked to cancer)	✓		
Investigate food borne illness outbreaks	✓	✓	✓
Processes lab samples		✓	✓
Administer vaccinations to the public	✓		
Work with government to influence laws to protect health	✓	✓	✓
Train future and current public health workers	✓	✓	✓
Train & recruit emergency preparedness volunteers	✓	✓	✓
Follow up with sick people with reportable diseases (example: contact tracing for COVID)	✓	✓	

(EXAMPLE) Ten Essential Service Provided by a Health Department

	Service	Related Job Titles	Examples
1	Assess and monitor Population Health	<ul style="list-style-type: none"> Data analyst Biostatistician Researcher 	Engaging community members as experts and key partners.
2	Investigate, diagnose, and address health hazards and root causes	<ul style="list-style-type: none"> Epidemiologist Medical doctor 	Using real-time data to identify and respond to acute outbreaks, emergencies, and other health hazards.
3	Communicate effectively to inform and educate	<ul style="list-style-type: none"> Health educator Communications Public relations 	Ensuring public health communications and education efforts are asset-based when appropriate and do not reinforce narratives that are damaging to disproportionately affected populations.
4	Strengthen, support, and mobilize communities and partnerships	<ul style="list-style-type: none"> Community Health Worker Program Manager 	Authentically engaging with community members and organizations to develop public health solutions.
5	Create, champion, and implement policies, plans, and laws	<ul style="list-style-type: none"> Health Director Program Manager 	Examining and improving existing policies, plans, and laws to correct historical injustices.
6	Utilize legal and regulatory actions	<ul style="list-style-type: none"> Sanitarian Environmental Health Specialist Health Director 	Conducting enforcement activities that may include, but are not limited to sanitary codes, especially in the food industry.
7	Enable equitable access	<ul style="list-style-type: none"> Community Health Worker Public Health Nurse 	Connecting the population to needed health and social services that support the whole person, including preventive services.
8	Build a diverse and skilled workforce	<ul style="list-style-type: none"> Health Director 	Providing education and training that encompasses a spectrum of public health competencies, including technical, strategic, and leadership skills.
9	Improve and innovate through evaluation, research, and quality improvement	<ul style="list-style-type: none"> Epidemiologist Health Director 	Using research, evidence, practice-based insights, and other forms of information to inform decision-making.
10	Build and maintain a strong organizational infrastructure for public health	<ul style="list-style-type: none"> Accountant Information Technology Technician Health Director 	Managing financial and human resources effectively (accounting & training staff). Local & state health departments can seek grants from Health & Human Service agencies and work with lawmakers for funding.

Lesson Title	22. How to advocate for health			
Lesson Designer	Chandra Kelsey, MPH, CHES			
Standards	<input checked="" type="checkbox"/> CCSS	<input type="checkbox"/> NGSS	<input checked="" type="checkbox"/> ASCA	<input type="checkbox"/> Other
	A:A2.2, A:A3.2-A:A3.5, A:B1-A:B7 C:A1-C:A1.9, C:B1.2-C:B1.8 PS:A2.6, PS:A2.7			
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Demonstrate how advocacy can influence health outcomes • Identify careers in non-profits, public health law, politics • Explain how to become involved in advancing health policy • Practice research and data collection 			

Timeline	Duration
<p>DAY 1 Making Change</p> <ul style="list-style-type: none"> • In small groups or as a class: Identify a health topic they are concerned about. This can come from many sources of inspiration, a personal interest or from current events. • Deliver lecture on public health advocacy. There are presenter notes and citations in the notes are of the slide. <p>DAY 2 Data Gathering</p> <ul style="list-style-type: none"> • What facts are known (prevalence & incidence data)? • Is there a current bill drafted focused on this issue? • What is their personal connection to it (storytelling)? • How does this issue impact health equity? • Are the current CT elected leaders serving on committees that are relevant to this work? • What is the ask for the legislator? <p>Take Action Homework assignment or in class writing assignment on Day 2 of topic</p> <ul style="list-style-type: none"> • Students will draft an email or printed letter using a standard template as a guide to advocate for their chosen health topic. • If a student is wanting to be more involved, a written testimony could be drafted and submitted. <p>Reflection</p> <ul style="list-style-type: none"> • Was a response received from the outreach? Discuss with class. • Did a bill advance? Did a bill become law? If so, how much did it change from initial draft? When will changes take effect? 	2 class periods

Teaching Strategies/Student Actions	Monitoring
<ol style="list-style-type: none"> 1. Teacher will center the students to think about how health impacts our life. Are there injustices they are aware of in terms of access to healthcare? Have they or a loved one suffered quality of life issues related to health and safety? 2. Teacher will inspire conversation around how to change circumstances to improve health outcomes. Reference means to change through voting, passage of laws and regulations, civic engagement, raising awareness with others. 	<ul style="list-style-type: none"> • Teacher will explain expectations and tasks. • Teacher will move around the room to observe student progress and ensure students are on correct web page • Teacher will provide a time reminder of 5 minutes and one minute to wrap up

3. This lesson may require revisiting in a future reflection if students received correspondence from their outreach and/or there is news on the status of a particular bill.	research before discussing findings as a group.
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Product Description	Students will gain apply knowledge of health and civic engagement in an individual advocacy effort. They will write an informed advocacy outreach letter to an elected official. Through this effort, the action of outreach may result in follow up discussion.
Evaluation	Students will exhibit competency of these skills by completing this activity: <ul style="list-style-type: none"> • Career exploration • Systems thinking • Advocacy • Research and dissemination of information • Persuasive writing • Civic engagement

Resources and Materials	Additional Notes
<ul style="list-style-type: none"> • Computer displaying slides to class • Computer to access writing software to print or email advocacy letter and to research background information. • Access to websites: <ul style="list-style-type: none"> • HOT Guide https://www.healthcareersinct.com/ • Healthy People 2030 http://ct.gov • https://phadvocates.org/ • https://www.nahac.com/ • https://www.sophe.org/advocacy/ • https://www.apha.org/policies-and-advocacy/advocacy-for-public-health 	

Additional Supporting Websites for Instructors
<p>How to become a professional healthcare advocate. https://bestaccreditedcolleges.org/articles/how-to-become-a-health-care-advocate-career-roadmap.html</p> <p>CDC Public Health Gateway and Training. https://www.cdc.gov/publichealthgateway/professional/index.html</p> <p>Public Health Key Terms. https://www.cdc.gov/training/publichealth101/documents/public-health-key-terms.pdf</p> <p>Public Health 101 Intro to Public Health Resources and Additional Reading. https://www.cdc.gov/training/publichealth101/documents/public-health-references.pdf</p> <p>60 Minute Public Health 101 Webinar. https://youtu.be/-dmJSLNgjxo</p> <p>CT Department of Public Health Local Infrastructure Overview. https://portal.ct.gov/DPH/Local-Health-Admin/LHA/Local-Health-Administration</p> <p>The Public Health National Center for Innovations. https://phnci.org/</p> <p>The Public Health Foundation. http://www.phf.org/</p>

Lesson Title	23. Health Communication: Information & Reliable Sources			
Lesson Designer	Chandra Kelsey, MPH, CHES			
Standards	<input checked="" type="checkbox"/> CCSS	<input type="checkbox"/> NGSS	<input checked="" type="checkbox"/> ASCA	<input type="checkbox"/> Other
	PS:B1.1-PS:B1.5, PS:B11			
Learning Objectives	Students will be able to: <ul style="list-style-type: none"> • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. • Articulate strategies of effective health communication • Evaluate sources of health information for credibility 			

Timeline	Duration
<p>Identifying Health Influence</p> <ul style="list-style-type: none"> • As a class: Discuss many groups of people they interact with and what those interactions are mostly about. • Elaborate on how social norms are set in groups and can impact: positively negatively and their role in reinforcing perceptions and actions • Deliver lecture on influence (interpersonal relationships and media/social media consumption) <p>Health Communications</p> <ul style="list-style-type: none"> • What are the sources? • How can you assess for accuracy? • Define standards for credibility • Explain the impact from bad health communications (i.e. vaccine conspiracies and treatments not based in science and the amount of excess death due to Covid mis-information). • What is the job of a health communicator? • Explain best practices in health communications • Explore methods to gain more scrutiny of health claims <p>Media Activity</p> <ul style="list-style-type: none"> • In order to practice skills in finding credible sources and evaluating health influences in media • Students will choose a health topic they are interested in (class wide, individually, or in small groups) • They will identify a credible source providing health information and defend their choice • They will identify a less credible source on the same health topic and identify what makes it less reliable. This information can support the credible claim or have contradictory information. These differences and similarities should be recorded. • As a class they will report back and identify a list of trustworthy attributes and attributes that made their article less trustworthy. Make time to discuss contradicting information on the same topic and clarify what is correct and why. <p>Reflection</p> <ul style="list-style-type: none"> • Reflect on the lists students contributed to. • Correct any misconceptions, elaborate on what was done correctly and why. • Reinforce strategies for evaluating the source of the information, supporting data, checking with a medical professional before acting on the advice. 	1 class period

Teaching Strategies/Student Actions	Monitoring
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<ol style="list-style-type: none"> 1. Teaching functional health information (essential knowledge). 2. Shaping personal values and beliefs that support healthy behaviors (role of influence). 3. Shaping group norms that value a healthy lifestyle (can vary with family culture). 4. Develop essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors. 	<ul style="list-style-type: none"> • Teacher will explain expectations and tasks. • Teacher will move around the room to observe student progress and ensure students are on correct web page • Teacher will provide a time reminder of 5 minutes and one minute to wrap up research before discussing findings as a group.
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Product Description	Students will gain apply knowledge of health and civic engagement in an individual advocacy effort. They will write an informed advocacy outreach letter to an elected official. Through this effort, the action of outreach may result in follow up discussion.
Evaluation	Students will exhibit competency of these skills by completing this activity: <ul style="list-style-type: none"> • Identifying influences • Critical analysis of information sources • Analyzing existing text for clear, readable/accessible information

Resources and Materials	Additional Notes
<ul style="list-style-type: none"> • Computer displaying slides to class • Computer to access internet to access health articles and readable website tool, optional videos (noted in the lecture notes on slides: 3, 16 • Access to websites: <ul style="list-style-type: none"> • HOT Guide https://www.healthcareersinct.com/ • Healthy People 2030 http://Ct.gov • https://phadvocates.org/ • https://www.nahac.com/ • https://www.sophe.org/advocacy/ • https://www.apha.org/policies-and-advocacy/advocacy-for-public-health 	

Additional Supporting Websites for Instructors
<ul style="list-style-type: none"> • CDC Healthy Schools Website. https://www.cdc.gov/healthyschools/sher/characteristics/index.htm • TED Talks: The danger of a single story. https://www.ted.com/search?q=The+danger+of+a+single+story • What is a Flesch Reading Ease score? https://readable.com/readability/flesch-reading-ease-flesch-kincaid-grade-level/#:~:text=The%20Flesch%20Reading%20Ease%20gives,the%201940s%20by%20Rudolf%20Flesch. • NIH Complementary Health Approaches In the News. https://nccih.nih.gov/health/know-science/facts-health-news-stories • YouTube: Can you spot the problem with these headlines? https://youtu.be/w1CeRpfByG8 \ • CDC Public Health Gateway and Training. https://www.cdc.gov/publichealthgateway/professional/index.html • Public Health Key Terms. https://www.cdc.gov/training/publichealth101/documents/public-health-key-terms.pdf • Public Health 101 Intro to Public Health Resources and Additional Reading. https://www.cdc.gov/training/publichealth101/documents/public-health-references.pdf • YouTube: 60 Minute Public Health 101 Webinar. https://youtu.be/-dmJSLNgjxo • CT Department of Public Health Local Infrastructure Overview. https://portal.ct.gov/DPH/Local-Health-Admin/LHA/Local-Health-Administration • The Public Health National Center for Innovations. https://phnci.org/ • The Public Health Foundation. http://www.phf.org/