

# MEMBER ATLAS

## Public Health AmeriCorps Training Essentials



**AmeriCorps**



National Network  
of Public Health Institutes



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# Overview of Public Health AmeriCorps

**Public Health AmeriCorps (PHA) is a partnership between the Centers for Disease Control and Prevention (CDC) and AmeriCorps that supports the recruitment, training, and development of the next generation of public health leaders.** PHA combines the principles of public health with the spirit of national service. It provides opportunities for individuals to serve in communities across the United States, addressing critical public health needs and promoting health equity. PHA members work alongside local public health organizations, non-profits, and government agencies to implement evidence-based interventions, conduct outreach and education, and build capacity to address pressing health challenges. Through this direct service, PHA members gain valuable experience in public health practice, leadership, and community engagement, making a tangible difference in the lives of individuals and communities. The program places a strong emphasis on members' professional development by offering trainings, networking resources, educational benefits, and mentoring to support members in their career pathways in public health. Public Health AmeriCorps serves as a catalyst for positive change, fostering collaboration, innovation, and empowerment to improve health outcomes and build healthier communities across the nation.



Welcome to the Public Health AmeriCorps Training Essentials learning plan! We are delighted to be a part of your learning journey towards positively impacting public health and serving communities nationwide.

At PHA, we deeply value continuous learning and growth. This learning plan is meticulously crafted to equip you with the essential skills, knowledge, and tools needed to develop your skills, expand your knowledge, achieve your personal and professional goals, and excel as AmeriCorps members. The plan provides you with a wide range of resources, including interactive workshops, insightful lectures, and practical exercises designed to enhance your understanding of public health principles and practices.

The comprehensive training modules, which cover topics such as health equity, health communications, and data analytics, empower you to address pressing public health challenges and contribute meaningfully to community well-being. They also open doors to endless possibilities for personal and professional growth where you can reach your full potential in the field of public health. Remember, the more you put into your development, the more you'll get out of it, so we encourage you to take full advantage of the plan's available resources.

As you embark on this learning journey, we encourage you to approach each session with an open mind, a willingness to learn, and a dedication to making a difference. By actively participating in your learning journey, you will not only gain valuable knowledge and skills but also build a stronger understanding of the public health domain.

PHA's dedicated team is here to provide you with unwavering support and guidance. Whether it's clarifying a concept, guiding you through a course, or providing career advice, we are just an email away. If you have any questions or need assistance, please don't hesitate to contact the Public Health AmeriCorps team at [publichealth@americorps.gov](mailto:publichealth@americorps.gov).

Once again, we are excited to witness your potential and see you thrive in your public health career. Together, we can create positive change and build healthier, more resilient communities.

A handwritten signature in black ink, appearing to read 'AJ Pearlman'.

Best,  
AJ Pearlman, Director, Public Health AmeriCorps

# The Public Health AmeriCorps Training Essentials & Member Atlas

As part of your service commitment to Public Health AmeriCorps (PHA), you will be completing a training program entitled Public Health AmeriCorps Training Essentials. The purpose of Public Health AmeriCorps Training Essentials is to help support you throughout your service term, to introduce you to key concepts in public health, and to provide opportunities to explore careers in public health via conferences, PHA Speaker Series, and training interactions with various public health organizations.

## Three Key Elements



**Public Health AmeriCorps Training Essentials has three elements:**

1. Foundational Training for Public Health AmeriCorps (online courses and resources provided on CDC TRAIN)
2. training provided by your host site, and
3. professional development events and resources from Public Health AmeriCorps headquarters.

The Public Health AmeriCorps Training Essentials can account for up to 20% of your service commitment. Each of the three elements is critical to a successful Public Health AmeriCorps experience and provides insights to support you in navigating your future career path.

**The first training element is the Foundational Training for Public Health AmeriCorps.** This online training plan is a rich collection of courses, videos, and resources from the Centers for Disease Control and Prevention (CDC), Regional Public Health Training Centers, and other trusted health agencies. You will work through the training plan at your own pace, but must complete the training plan before the end of your service term. Throughout the training plan, you will be asked to review case scenarios and determine the best actions for moving forward. These are not just checkpoints, but important tools to track your progress and ensure you can apply the information you're learning.

The plan consists of 14.25 hours of required, 12.5 hrs of choice content, and 2.5 hrs of optional courses.



This means that you will work through a **total of roughly 18 hours of training content**. You will complete all of the required courses which are denoted by \* and one choice listed in each domain area. We added these choice sections, so that you can advance your knowledge in an area that you want to build on. There are also numerous optional materials that you can review, but are not required for your completion certificate. After completing the required courses in the training plan, you can return to the training platform to explore other trainings listed in the optional course section that piqued your interest.

**The second training element comes from your host site.** Each host site has different trainings and resources they provide to their members, but this training will orient you to your site. You can expect to have training related to day-to-day activities, work responsibilities, forms and tools, how to log your hours or away time, and technology used by your site. These trainings should be directly relevant to the day-to-day activities of your position and your organization.

**The third training element consists of the many resources provided by PHA.** PHA offers a wide array of career development programming, including webinars, opportunities to support PHA communications and programming, attendance at conferences, and virtual career fairs. These will be offered throughout your service period and are announced through member and grantee newsletters. We encourage you to bookmark the website with this library of resources and video playlists:

## Member Atlas

This member Atlas was developed to guide you through *Public Health AmeriCorps Training Essentials*. It serves as both a reference guide and repository for the documents you'll be creating as you work through the training material. Our goal is that your Atlas will be a document that you can return to after your service term to guide your future career and educational decisions.

### How Your Atlas can Support Your Service

- 1. Foundational Training Plan for Public Health AmeriCorps:** In the Atlas, you can review the descriptions and learning objectives of all required, choice, and optional training resources, create a plan for completing the training plan, and take notes to reference later.
- 2. Host-Site Training:** We provide resources some resources to jumpstart an effective partnership with your supervisor, including tips for working with your supervisor and an important Member and Supervisor Training Roles and Responsibilities document that you and your supervisor will sign.
- 3. PHA Provided Training:** The Atlas also includes an individual development plan (IDP). An IDP is a personalized map that provides you space to draft your professional development goals, objectives, and strategies for growth and advancement during your service term and beyond. You can then use your IDP to make the most of the career development resources PHA provides.

# Foundational Training for Public Health AmeriCorps

## Background

The *Foundational Training for Public Health AmeriCorps* is one element of your training experience. This version of the Foundational Training was developed based on the results of an evaluation that included feedback from PHA alumni. It has been reviewed and approved by Public Health AmeriCorps and subject matter experts from CDC. We have carefully chosen courses, videos, and resources to deepen your understanding of key public health topics. We've chosen existing materials because we wanted to introduce you to the wealth of resources available from credible organizations across the public health field. We provide guidance on all of the accounts you will need to create in the "Frequently Asked Questions" section of the Appendix.

## Rationale

### Council on Linkages Between Academic and Public Health Practice's Core Competencies for Public Health Professionals

Foundational Training for Public Health AmeriCorps is structured around the Council on Linkages Between Academia and Public Health Practice's Core Competencies for Public Health Professionals. The Council on Linkages Between Academia and Public Health Practice (CoL) is a collaborative initiative aimed at strengthening the public health workforce through the development and promotion of the essential knowledge, skills, and abilities

required for effective public health practice across various disciplines and settings. The core competencies guide the education, training, and professional development of individuals in the field of public health. These competencies provide a standardized framework for ensuring that public health practitioners possess the necessary skills and knowledge to address complex public health challenges.





**All competencies defined by the CoL  
are nested under eight domains:**

- **Data Analytics and Assessment Skills:**  
This domain involves the ability to collect, analyze, and interpret data to understand health problems and their determinants within populations.
- **Policy Development and Program Planning Skills:** This domain focuses on the ability to develop and implement effective policies and programs to address public health issues based on evidence and stakeholder input.
- **Communication Skills:** Effective communication is crucial in public health, so this domain focuses on the ability to disseminate health information, educate communities, and promote healthy policies.
- **Health Equity Skills:** This important domain provides the competencies needed for effectively understanding and addressing health disparities and promoting health equity.
- **Community Partnership Skills:** This domain involves engaging and collaborating with communities to identify and address public health needs, fostering partnerships, and mobilizing resources.
- **Public Health Sciences Skills:** This domain provides a strong foundation in the core sciences of public health, such as epidemiology, biostatistics, and environmental health.
- **Management and Finance Skills:**  
Understanding financial principles and effectively managing resources is the focus of this domain, but it is not included in the training plan.

- **Leadership and Systems Thinking Skills:**

With the complex challenges of today's public health landscape, this domain emphasizes the importance of leadership and systems thinking skills.

Seven of these eight domains are the focus of the Foundational Training for PHA. The Management and Finance Skills domain is excluded as the majority of PHA service members will not be responsible for finances or managerial duties in their service terms. Our goal is to strengthen your confidence in these seven domains. We do this by introducing you to core knowledge and key tools to help you build your skills as you practice, apply, and reflect during your period of service.

Understanding and mastering these core competencies are essential for building a strong foundation in public health practice, preparing for diverse roles and responsibilities within the field, and advancing your career in both academic and practice settings. For a more detailed description of each domain and accompanying competencies, visit [https://www.phf.org/resourcestools/Documents/Core\\_Competencies\\_for\\_Public\\_Health\\_Professionals\\_2021October.pdf](https://www.phf.org/resourcestools/Documents/Core_Competencies_for_Public_Health_Professionals_2021October.pdf).



## The Racial Justice Competency Model for Public Health Professionals

Recognizing the importance of diversity and inclusion in public health, the Foundational Training for PHA plan goes beyond the CoL's Core Competencies by encompassing the competencies from the [Racial Justice Competency Model for Public Health Professionals \(RJCM\)](#). The RJCM encompasses a set of skills, knowledge, and perspectives necessary to address systemic racism, promote health equity, and advance social justice within public health practice. These competencies recognize the profound impact of racism on health outcomes and aim to dismantle structural barriers that perpetuate health disparities. By integrating these competencies into your work, you will be better equipped to understand and address the root causes of health disparities, advocate for policies that prioritize marginalized communities, and promote inclusive approaches to public health interventions and services. For more information on the RJCM, visit <https://rjcmph.org/>.



## How to Maximize the Benefits of the Training Plan

We want you to get the most out of your time spent working through the training plan, so we've compiled a few tips to help you maximize its benefits.

- 1. Create a Schedule:** Develop a structured schedule or timeline for completing all training materials before your service term ends. Whatever plan you and your supervisor agree upon, be sure to stick to your schedule to ensure consistent progress. You can map out your plan to complete the program using “Your Training Map” located in the Appendix.
- 2. Actively Engage:** Actively engage with the training material by [taking notes](#) and asking questions with those you work with or in your network. Engaging with the content will help you retain information better and deepen your understanding of the subject matter.
- 3. Seek Feedback and Support:** Seek feedback from your supervisor and peers to help you identify areas to improve or refine your skills.
- 4. Apply What You Learn:** Apply what you learn in your training to your PHA work or real-life situations whenever possible. Practice new skills, experiment with different approaches to problem-solving, and reflect on your experiences to reinforce your learning and build confidence.
- 5. Review and Reflect:** Take time to review and reflect on your progress regularly and ensure it is being recorded correctly in the CDC TRAIN platform. Evaluate your strengths and areas for improvement, adjust your goals or schedule as needed, and celebrate your achievements along the way.
- 6. Continuously Learn:** Finally, embrace a mindset of continuous learning and growth beyond your online training plan. Using the PHA career development resources, seek out new opportunities for skill development, stay updated on public health news, trends, and advancements, and continue to challenge yourself to reach new heights in your personal and professional development journey.

## Foundational Training for Public Health AmeriCorps - Course Outline

In this section you will find a table for each domain of the training plan with all of the resources presented in the order you will take them. Understanding the structure of this plan is crucial. It will help you navigate through your training journey with confidence and clarity. This training plan is divided into three different categories- required, choice, and optional, each with a specific number of hours. This training plan encompasses **14.25 hours of required content, 3 to 4 hours out of 12.5 hours of choice content, and 2.5 hours** of optional training content. Review the descriptions of each training resource and consider which training from the choice options in each section you will select to complete the requirements of that domain. Note that because each domain encompasses various hours from each of these three categories, it is important to review what is required and deemed as choice or optional training in each domain to ensure you complete the plan in its entirety.



## Introduction to Public Health

Resource (Provider)	Time (min)	Required Choose 1, or Optional	Learning Objectives	Description
What is Public Health? (APHA)	5	R	<ul style="list-style-type: none"> <li>Define public health, and list differences and similarities between public health and clinical health care</li> </ul>	Learn the basics of public health and why it's important in the first episode of the "That's Public Health" web series from APHA and Complexly. After watching, complete the assessment.
Public Health 101 Series – Introduction to Public Health (CDC)	20	R	<ul style="list-style-type: none"> <li>Describe the purpose of public health</li> <li>Define key terms used in public health</li> <li>Identify prominent events in the history of public health</li> <li>Recognize the core public health functions and essential services</li> <li>Describe the role of different stakeholders in the field of public health</li> <li>List determinants of health</li> <li>Recognize how individual determinants of health affect population health</li> </ul>	This course, from ..., introduces learners to the mission of public health and key terms in the field. The course covers historical developments in public health, the roles of different stakeholders, public health's core functions and essential services, determinants of health, and the Health Impact Pyramid.
Social Determinants of Health (CDC)	4	R	<ul style="list-style-type: none"> <li>List the five social determinants of health categories</li> </ul>	This video provides information about how social determinants of health (SDOH), the conditions in which people are born, grow, work, live, and age, influence health outcomes and shape our daily lives.
Social Determinants of Health at CDC (CDC)	5	R	<ul style="list-style-type: none"> <li>Define the social determinants of health</li> </ul>	This website provides some resources on how CDC and other public agencies are addressing the social determinants of health in their work.
The Unsung Heroes of Public Health (CBS News)	8	O	<ul style="list-style-type: none"> <li>Describe three components of the public health system</li> </ul>	This video from CBS News describes the public health system.
10 Essential Public Health Services (CDC)	5	O	<ul style="list-style-type: none"> <li>Understand your role in the 10 Essential Public Health Services</li> </ul>	This website lists the 10 Essential Public Health Services (EPHS) that describe the public health activities that all communities should undertake.

## Health Equity

Resource (Provider)	Time (min)	Required Choose 1, or Optional	Learning Objectives	Description
What is Health Equity? (APHA)	5	R	<ul style="list-style-type: none"> <li>Explain why public health aims at health equity rather than health equality and give examples of social determinants of health</li> </ul>	Health equity is a public health approach that tackles health differences that are avoidable, unnecessary and unjust, and works to improve everyone's health. Learn how in this second episode of the "That's Public Health" web series from APHA and Complexly. After watching, complete the assessment.
Implicit Bias: The influence of your unconscious mind (NYC Dept of Health and Mental Hygiene)	20	R	<ul style="list-style-type: none"> <li>Distinguish between the conscious and unconscious mind</li> <li>Describe the prevalence of unconscious bias</li> <li>Identify different kinds of biases</li> <li>Recognize the importance of having systems in place for insulating critical decisions from the effects of unconscious bias</li> </ul>	This is an online e-learning program that will introduce the learner to the existence and effects of implicit bias. It is meant as a prep course for further bias mitigation training.
Cliff of Good Health (Urban Institute)	5	R	<ul style="list-style-type: none"> <li>Discuss how public health addresses upstream/ root causes of poor health outcomes</li> <li>Identify potential unconscious bias that may affect decision making and systems</li> </ul>	Everyone should have the opportunity to achieve good health. But, as Dr. Camara Phyllis Jones explains through her cliff analogy, that's often not the case. We can reduce health disparities and better connect people to high-quality medical care, but to really make a difference, we need to address the social determinants of health and equity that protect some people and push others off the cliff. The Urban Institute collaborated with Jones to illustrate her analogy of the cliff of good health.



How to be Anti-Racist in the Everyday Practice of Public Health (Region V PHTC)	75	C	<ul style="list-style-type: none"> <li>• Compare individual, interpersonal, institutional, and structural racism</li> <li>• Identify strategies to address microaggressions</li> <li>• Use a structural/root cause analysis to understand how laws, regulations, and policies create health and racial inequities</li> <li>• Describe the importance of applied anti-racism</li> <li>• Apply antiracism principles and concepts to the everyday practice of public health</li> </ul>	Each day, we have opportunities to fight racism and bias in our work in public health. From our hiring practices to microaggressions that occur in internal meetings to the data we collect to the policies we influence, enact, and enforce — racism and bias impact all facets of public health. Studies show that this ultimately causes a negative impact on health outcomes and hinders our efforts to reduce racial inequities in health. Through a hypothetical case study, following the day of a local public health practitioner, this training explores: 1) The myriad ways that racism and bias can be operationalized in the everyday practice of public health; 2) Why being explicit about microaggressions, bias, and racism is foundational to eliminating racial health disparities; and 3) Practical strategies for addressing racism, bias, and microaggressions as essential aspects of everyday practice in public health.
Recognizing and Challenging Stigma (Region IX PHTC)	90	C	<ul style="list-style-type: none"> <li>• Identify different forms of stigma and explain why they emerge and persist.</li> <li>• Explore the personal experience of stigma and evaluate your own stigmatizing attitudes.</li> <li>• Recognize the signs and impacts of stigma in health care and public settings.</li> <li>• Identify solutions to reducing stigma.</li> </ul>	Stigma is an intense human experience. Stigma causes suffering and worsens health. This training focuses on recognizing and challenging stigma. In the first section, we explain what stigma is, how it feels, and how to recognize it. In the second section, we explore the ways stigma is entangled in the practices and assumptions of healthcare professionals, often unwittingly. In our final section, we identify ways that health professionals can help recognize and reduce stigma to improve patient outcomes and improve population health.
LGBTQ+ and Inclusive Language (Region IX PHTC)	60	C	<ul style="list-style-type: none"> <li>• Demonstrate appropriate use of language related to LGBTQ+ identities</li> <li>• Summarize health risks disproportionately impacting LGBTQ+ communities</li> <li>• Explain the effects of stigma and discrimination on the health of LGBTQ+ communities</li> </ul>	The LGBTQ+ population faces disproportionate health risks. Stigma, discrimination, and a general lack of understanding of specific needs of the LGBTQ+ population reduces access to safe healthcare and services. Learn about health disparities faced by the LGBTQ+ population and the health consequences of ongoing stigma and discrimination. Familiarize yourself with current terms and practice using language appropriately to contribute to improving health equity for the LGBTQ+ population.
Three Principles to Communicate About Health Equity Concepts (CDC)	5	O	<ul style="list-style-type: none"> <li>• Apply one health equity communication principle in your PHA service work</li> </ul>	This resource offers public health professionals three evidence-based principles with tangible strategies to clearly and effectively communicate about health equity concepts with diverse audiences.

## Community Partnership

Resource (Provider)	Time (min)	Required Choose 1, or Optional	Learning Objectives	Description
<b>An Overview of Public Health Reaching Across Sectors (Region IV PHTC)</b>	<b>30</b>	<b>R</b>	<ul style="list-style-type: none"> <li>• Describe the importance of cross-sector partnerships to improve health outcomes</li> <li>• Describe public health for audiences outside of public health</li> <li>• Define what framing is and why it matters for communication</li> <li>• Identify language barriers for cross-sector understanding</li> <li>• Brainstorm ways to bridge gaps in communication between public health professionals and professionals in other sectors</li> <li>• Discuss recommendations from the research findings/Map the Gaps from FrameWorks Institute's research to understand other sectors' needs and perceptions</li> <li>• Describe recommendations from the research findings from Hattaway Communications about communicating about public health to general audiences</li> <li>• Select communication strategies to combat stereotypes and failures in communication between public health and other sectors</li> </ul>	<p>This online course is an overview of Public Health Reaching Across Sectors or PHRASES, a compilation of communication strategies and tools for public health professionals to use to foster a better understanding of public health and the greater willingness of other sectors to engage in cross-sector partnerships. It will provide an introduction to how productive framing and messaging can improve partnerships and overall health outcomes, and an overview of the tools and strategies PHRASES provides to improve communication to other sectors.</p>

<b>Introduction to Outreach Methods and Strategies (Region I PHTC)</b>	<b>90</b>	<b>R</b>	<ul style="list-style-type: none"> <li>• Articulate what outreach is and the components of the Health Outreach Model</li> <li>• Identify qualities and characteristics of vulnerable populations and what triggers outreach</li> <li>• List tips to keep you safe in your outreach efforts</li> <li>• Describe how to choose effective outreach methods and strategies</li> <li>• Outline the elements of an effective outreach plan</li> </ul>	How can community health workers create effective outreach plans that address the needs of vulnerable populations? Learn about the key components of an effective outreach plan. As a community health outreach worker, a key function of the role is providing health outreach to vulnerable populations in order to connect them with the appropriate enabling services. In order to do so, community health workers must be able to identify when outreach should occur and how to develop the most effective outreach plan
<b>Social Movements in Public Health (Region II PHTC)</b>	<b>60</b>	<b>O</b>	<ul style="list-style-type: none"> <li>• Describe the interrelationship between social movements and public health.</li> <li>• Compare past and present social movements that have/ have had public health implications.</li> <li>• Identify how public health practice can partner with social movement actors to promote health.</li> </ul>	Social movements throughout US history have brought about positive changes in economic conditions, environmental protections, and human rights that have directly or indirectly affected population health. It is important for public health professionals to understand the relationship between social movements and public health and how that relationship can be harnessed to improve health outcomes. This training provides examples of the wide range of social movement strategies and approaches that have been used in US history and discuss the challenges that these movements have faced. Last, this training details how WE ACT For Environmental Justice of West Harlem has successfully approached deteriorating environmental conditions and health inequalities.
<b>Case Example: North Carolina Greenways (CDC)</b>	<b>10</b>	<b>O</b>	<ul style="list-style-type: none"> <li>• Engage community members and sectors for partnership</li> <li>• Facilitate communication among individuals, groups, and organizations</li> <li>• Use evidence in developing, implementing,</li> </ul>	The entire training is expected to take 30 minutes to complete. There are no prerequisites. After finishing all modules, learners will earn a certificate of completion. When the certificate is available, learners will see a Certificate button on their dashboard.
<b>I Am CDC- Welch &amp; Satter (CDC)</b>	<b>2</b>	<b>O</b>	<ul style="list-style-type: none"> <li>• After completing this section, you will be able to identify how community partnership activities are accomplished in your organization.</li> </ul>	Learn more about the many roles that public health professionals can take on in this short video about two staff from CDC who work with Native American communities. After watching, complete the assessment.

Communication				
Resource (Provider)	Time (min)	Required Choose 1, or Optional	Learning Objectives	Description
Health Literacy for Public Health Professionals (CDC)	60	R	<ul style="list-style-type: none"> <li>• Define personal health literacy</li> <li>• Define organizational health literacy</li> <li>• List factors that influence personal health literacy</li> <li>• Describe how health literacy affects efforts to improve public health</li> <li>• Identify the role of organizational health literacy in meeting core public health services</li> <li>• Describe 3 ways that this educational activity will improve my contribution as a team member</li> </ul>	To educate public health professionals on the importance of health literacy and their role in providing health information and services and promoting public health literacy
Fundamentals of Communicating Health Risks (CDC)	90	C	<ul style="list-style-type: none"> <li>• Define risk communication</li> <li>• Recognize at least three factors that affect how people perceive risk</li> <li>• Explain at least four risk communication concepts</li> <li>• Identify at least three effective risk communication practices</li> <li>• Apply risk communication concepts to public health situations</li> </ul>	The CDC Office of the Associate Director for Communication offers this course to help public health practitioners improve or learn new communication skills for conveying risk to the public. This course focuses on the common issues and situations that public health communicators face when deciding how to convey everyday public health risks. We hope this course inspires you to continue learning and refining your communication skills.

<b>Exploring Cross Cultural Communication</b> (Center for Public Health Continuing Education)	<b>90</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• Define culture</li> <li>• Identify the cultural groups you belong to</li> <li>• Discuss why and how we create stereotypes</li> <li>• Describe the importance of cultural competency in public health</li> <li>• Give a definition of health communication</li> <li>• Describe the process of communicating</li> <li>• Discuss the complexity of human communication</li> <li>• Describe methods of communication</li> </ul>	“Exploring Cross-Cultural Communication” is a web-based course that invites learners to spend time thinking about and developing their own responses to a variety of ideas and situations about culture, communication and public health. Learners will explore the meaning of culture, methods of communication, and strategies for communicating more effectively by taking part in “virtual” group conferences, reading and responding to simulated e-mails, and utilizing resource documents.
<b>A Community Toolkit for Addressing Health Misinformation</b> (Office of the Surgeon General)	<b>60</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• Give examples of harms that can come from health misinformation;</li> <li>• Identify some markers and examples of health misinformation from the internet or other sources;</li> <li>• Give three or more reasons why people are tempted to share and/or create health misinformation; and</li> <li>• Give three or more tips for talking with others about health misinformation.</li> </ul>	This resource is here to provide a set of tools for you to understand, identify, and stop misinformation, and help others do the same. Only then will we be able to work toward a better information environment—one that empowers us to build a healthier, kinder, and more connected world. After reading the toolkit, complete the assessment.
<b>I Am CDC – Jamal</b> (CDC)	<b>2</b>	<b>O</b>	<ul style="list-style-type: none"> <li>• Identify who is responsible for digital media related to health communication in your organization.</li> </ul>	Learn more about the many roles that public health professionals can take on in this short video. After watching, complete the assessment.
<b>I Am CDC – Toomer</b> (CDC)	<b>2</b>	<b>O</b>	<ul style="list-style-type: none"> <li>• After completing this course, you will be able to identify who is responsible for providing up-to-date answers to the public’s health-related questions and concerns in your organization.</li> </ul>	Learn more about the many roles that public health professionals can take on in this short video. After watching, complete the assessment.



## Data Analytics and Assessment

Resource (Provider)	Time (min)	Required Choose 1, or Optional	Learning Objectives	Description
<b>Overview of Public Health Data (Region X PHTC)</b>	<b>45</b>	<b>R</b>	<ul style="list-style-type: none"> <li>• Define screening</li> <li>• Identify uses of data in public health core functions</li> <li>• List at least three common data sources used to characterize the health or disease status of the community</li> <li>• List five key attributes of data</li> <li>• List three elements to consider when assessing data quality</li> </ul>	Hone your public health assessment skills with Overview of Public Health Data, the first module in a five-part series on data analysis. This module introduces types of data used in assessment activities.
<b>An Introduction to Community Assessment and Data Collection (Region IV PHTC)</b>	<b>60</b>	<b>R</b>	<ul style="list-style-type: none"> <li>• Explain the importance of community assessments</li> <li>• Discuss the importance of community-level data</li> <li>• Identify key components of the data collection process</li> <li>• Select an appropriate data collection method</li> <li>• Identify ways to share data with community assessment planning team members and the community</li> </ul>	This course provides an introduction to community assessment, data collection, and sharing data findings. It is an introductory-level course designed to build competence in data analytics and assessment as well as community engagement in public health professionals, especially those in the governmental public health workforce. There are no prerequisites. The course contains four modules: the content module, reflection questions, tools and resources, and an evaluation. After finishing all four modules, learners will earn a certificate of completion. When the certificate is available, learners will see a Certificate button on their dashboard.

<b>Presenting Public Health Data (Region X PHTC)</b>	<b>60</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• List the common ways to present data.</li> <li>• Choose an appropriate format to present specific kinds of data.</li> <li>• Identify good design practices for tables and charts</li> </ul>	In the fourth 45-minute installment of this five-part series, Basic Concepts in Data Analysis for Community Health Assessment, you learn best practices for presenting tables and graphs of public health data.
<b>Searching and Summarizing the Literature (Region X PHTC)</b>	<b>60</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• Understand the process used in systematic reviews and identify key sources</li> <li>• Become familiar with resources that assist in searching and summarizing the scientific literature</li> </ul>	The scientific literature on effective interventions is a key tool for evidence-based public health. This 1-hour module will explain systematic reviews of scientific literature and introduce you to important resources for finding practice-relevant studies.
<b>Introduction to Qualitative Research (Region II PHTC)</b>	<b>60</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• Describe the rationale for using qualitative research to answer a particular question or to study a phenomenon of interest</li> <li>• Describe critical elements of each of the five main approaches to qualitative research</li> <li>• Describe the four main types of qualitative data collection methods including the main procedures and challenges associated with each</li> <li>• Select an appropriate data collection method(s) for a given study question or approach</li> <li>• Discuss commonly used strategies to ensure validity and reliability in qualitative research</li> </ul>	Qualitative research is “an inquiry process of understanding whereby the researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting,” (Creswell 249). In ‘Introduction to Qualitative Research,’ learners follow along with two staff members from the Huntsville Department of Health as they discuss key concepts in qualitative research and decide how to examine an underutilized program using qualitative methods. Through interactive exercises and feedback, learners will explore the most common approaches to and data collection methods in qualitative research. The following discussion was based on John W. Creswell’s Qualitative Inquiry & Research Design, a text commonly used in qualitative research methods courses. Additional resources and suggested readings are provided for those who are interested in learning more about specific topics and concepts introduced in this training.
<b>I am CDC-Data for Injury Prevention (CDC)</b>	<b>2</b>	<b>O</b>	<ul style="list-style-type: none"> <li>• After completing this section, you will be able to identify how injury prevention activities are accomplished in your organization.</li> </ul>	Learn more about the many roles that public health professionals can take on in this short video. After watching, complete the assessment.

## Policy Development and Program Planning

Resource (Provider)	Time (min)	Required Choose 1, or Optional	Learning Objectives	Description
<b>Developing and Prioritizing Program and Policy Options (Region X PHTC)</b>	<b>60</b>	<b>R</b>	<ul style="list-style-type: none"> <li>• Develop a process for choosing health interventions and policies</li> <li>• Identify criteria used to select health interventions and policies</li> <li>• Describe approaches to community and stakeholder involvement in prioritization</li> <li>• Include health equity as a consideration in prioritization</li> </ul>	In this 45-minute module, you will learn why it is important to set priorities among various program and policy options. You will examine several methods for prioritizing competing options and will also consider health equity in your prioritization process..
<b>Project Planning (Region X PHTC)</b>	<b>90</b>	<b>R</b>	<ul style="list-style-type: none"> <li>• Describe the basic steps needed for successful project planning</li> <li>• Create a clear project definition, including specific goals</li> <li>• Design an effective and practical project timeline</li> <li>• Identify roles and plan communication with people involved in a project</li> <li>• Plan for needed resources and budget</li> <li>• Identify possible problems with a project and ways you can deal with them</li> <li>• Plan to use tracking, effective problem-solving, and ongoing communication during the implementation phase to bring a project to a successful conclusion</li> </ul>	Good planning can make all the difference in creating a successful public health project. Project planning can be thought of as a series of specific steps, keys to success that will help projects of all types run smoothly and effectively. You don't have to be a project management expert to successfully plan a project. If you carefully think things through and use common sense, your plan can provide a solid foundation for your project and help you make and communicate important decisions.

<b>Evaluation (Region X PHTC)</b>	<b>90</b>	<b>R</b>	<ul style="list-style-type: none"> <li>• Understand the basic components of program evaluation</li> <li>• Understand the various types of study designs useful in program evaluation</li> <li>• Understand the concepts of measurement validity and reliability</li> </ul>	In this 1.5 hour module you will learn how to evaluate evidence-based public health programs. We will cover the basic components of program evaluation, including study designs, measurement approaches, and ways of using and sharing evaluation results.
<b>Health in All Policies Resource Center (CDC)</b>	<b>10</b>	<b>R</b>	<ul style="list-style-type: none"> <li>• Locate one Health in All Policies Resource that relates to your PHA work.</li> </ul>	The Health In All Policies Resource Center supports a collaborative approach to health promotion that recognizes the importance of including health considerations when making decisions about things like transportation, education and other areas that impact our communities. The Resource Center was created to house practical and engaging HiAP tools and resources to achieve better health for individuals, families, and communities. The use of filters allows the user to build an individualized search based on a specific public health focus, geographic scope, and/or sector.
<b>Field Story: Black Corals Cancer Education in SC (CDC)</b>	<b>10</b>	<b>O</b>	<ul style="list-style-type: none"> <li>• Identify at least 2 different types of community partners.</li> <li>• Describe how partnering in different sectors can improve outcomes.</li> </ul>	The South Carolina St. James-Santee Family Health Center used The Community Guide to develop a cancer screening program to assist African American women. Several Community Preventive Services Task Force recommendations were used: Client-oriented screening (client reminders, group education, one-on-one education, reducing structural barriers and client out-of-pockets costs, small media); provider-oriented screening (provider assessment & feedback, provider reminder & recall systems).

Public Health Sciences				
Resource (Provider)	Time (min)	Required Choose 1, or Optional	Learning Objectives	Description
Public Health 101 Series- Introduction to Prevention Effectiveness (CDC)	20	R	<ul style="list-style-type: none"> <li>• Define prevention effectiveness</li> <li>• Describe the key components of prevention effectiveness studies</li> <li>• Identify basic economic evaluation methods used in prevention effectiveness studies</li> <li>• Identify data used in the most common types of economic evaluation methods</li> </ul>	Prevention effectiveness (PE) uses decision analyses and modeling techniques to provide information for decisions about allocating resources and formulating policy in public health. The PE course provides an overview of public health economic costs, studies, and basic economic evaluation methods applied in public health.
Public Health 101 Series- Introduction to Public Health Surveillance (CDC)	20	R	<ul style="list-style-type: none"> <li>• Define public health surveillance</li> <li>• Describe the goal of public health surveillance</li> <li>• Describe the uses of a public health surveillance system</li> <li>• Recognize the legal basis for public health surveillance in the United States</li> <li>• Compare active and passive public health surveillance</li> <li>• Identify sources of data commonly used for public health surveillance</li> <li>• Describe the public health surveillance process</li> </ul>	This course introduces learners to the role of public health surveillance, types and uses of surveillance systems, sources for data collection, and how data are used to improve public health sciences, programs, and policies. Public health surveillance is “the ongoing, systematic collection, analysis, and interpretation of health-related data essential to planning, implementation, and evaluation of public health practice.”



<b>Public Health 101 Series- Introduction to Epidemiology</b>	<b>20</b>	<b>R</b>	<ul style="list-style-type: none"> <li>• Define epidemiology</li> <li>• Describe basic epidemiology terms and concepts</li> <li>• Identify types of data sources</li> <li>• Identify basic methods of data collection and interpretation</li> <li>• Describe a public health problem in terms of time, place, and person</li> <li>• Identify the key components of a descriptive epidemiology outbreak investigation</li> </ul>	This course provides an overview of epidemiology, including key terms, sources of data, and study design. Epidemiology is the “study of distribution and determinants of health-related states among specified populations and the application of that study to the control of health problems” (Dictionary of Epidemiology). In the course learners will calculate different rates of disease and go through the steps an epidemiologist takes to investigate a disease outbreak.
<b>I am CDC- Vector Borne Diseases (CDC)</b>	<b>5</b>	<b>O</b>	<ul style="list-style-type: none"> <li>• Identify how epidemiology and vector control activities are accomplished in your organization.</li> </ul>	Learn more about the many roles that public health professionals can take on in this short video about CDC’s work to eliminate vector-borne diseases. After watching, complete the assessment.
<b>I am CDC- Health Educator (CDC)</b>	<b>5</b>	<b>O</b>	<ul style="list-style-type: none"> <li>• Identify how health education activities are accomplished in your organization.</li> </ul>	Learn more about the many roles that public health professionals can take on in this short video. After watching, complete the assessment.

## Leadership and Systems Thinking

Resource	Time (min)	Required Choose 1, or Optional	Learning Objectives	Description
<b>Managing Change: The Essential Leadership Skill (Region V PHTC)</b>	<b>90</b>	<b>R</b>	<ul style="list-style-type: none"> <li>• Recognize a framework for understanding and managing change</li> <li>• Identify individual and organizational dynamics that occur in times of change</li> <li>• Assess readiness for the real work of change</li> <li>• Apply at least one recommended action step for each phase of change</li> </ul>	This course aims to equip participants with resources and tools to effectively manage and lead change. Participants will learn to use a diagnostic tool to assess readiness for change in their own organization.
<b>The Value of Systems Thinking (CDC)</b>	<b>10</b>	<b>R</b>	<ul style="list-style-type: none"> <li>• List at least one question provided in the video that you can ask to apply systems thinking to a public health problem in your local community.</li> </ul>	This video provides an overview of why systems thinking is important and what it means to apply it. It describes why our traditional way of thinking may thwart achieving our intended results or unintentionally create worse issues than the ones we're trying to address. Viewers will learn how to better determine if (and how) an issue can benefit from systems thinking, and the steps required to have a positive effect.

<b>Advancing DEI in the Workplace Through Mentorship (Region X PHTC)</b>	<b>60</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• Describe at least three ways mentorship is used to advance DEI.</li> <li>• Differentiate between the four roles of mentorship.</li> <li>• Identify at least three best practices for a successful mentorship.</li> <li>• Describe at least three expectations to maintain a successful mentorship.</li> <li>• Apply at least two organizational strategies to support mentorship programs that advance diversity, equity, and inclusion.</li> </ul>	<p>This is a self-paced online course with three modules. Training takes approximately 45 minutes to complete. Participants will need a broadband internet connection (Google Chrome or Mozilla Firefox are preferred browsers) and computer speakers.</p> <p>This course will provide an introduction to mentorship, best practices and expectations of mentees and mentors, and organizational strategies for implementing a successful mentorship program to advance diversity, equity, and inclusion (DEI) in the workplace. In this course, mentorship is presented as an effective strategy to advance DEI among individuals, groups, and organizations, especially those in governmental public health agencies. There are no prerequisites.</p> <p>The course contains three modules: the content module, a resources module, and an evaluation. After finishing all three modules, learners will earn a certificate of completion. When the certificate is available, learners will see a Certificate button on their dashboard.</p>
<b>Mentoring Matters (Region IV PHTC)</b>	<b>45</b>	<b>C</b>	<ul style="list-style-type: none"> <li>• Determine the specific framework and type of mentoring program that fits your public health agency.</li> <li>• Describe appropriate matching and evaluation strategies needed to design sustainable mentorship programs.</li> <li>• Apply best practices for leadership development of mentors through the use of Individual Development Plans.</li> <li>• Identify effective goal-setting procedures for mentees in formal mentoring programs.</li> <li>• Apply principles of equitable and inclusive mentoring in formal and informal mentoring scenarios.</li> </ul>	<p>As the public health workforce changes, mentoring matters now more than ever. In this course, you will explore the roles, responsibilities, and functions of successful public health mentoring programs, with a focus on equity-centered practices. Using scenario-based examples, interactive exercises, and video tutorials, this course provides mentors, mentees, and program administrators with the tools and resources to succeed in mentoring, no matter the size or type of program.</p>

## Careers in Public Health

Resource (Provider)	Time (min)	Required Choose 1, or Optional	Learning Objectives	Description
<b>Charting Your Public Health Career Path (Columbia University Mailman School of Public Health)</b>	60	R	<ul style="list-style-type: none"> <li>List the key steps in the career decision-making process,</li> <li>List the three main types of criteria to consider when choosing a career ,</li> <li>List at least 2 jobs in public health that you wish to explore,</li> <li>List three sources of information you can use when exploring careers,</li> </ul>	There are so many different career paths in public health, it can be hard to know where to start. This training will help you assess what is important to you, what skills you like to use, and what kinds of organizations do the work you care about in public health.
<b>Secrets of the Government Job Search: How to Apply for Local &amp; State Health Department Jobs (Columbia University Mailman School of Public Health)</b>	60	O	<ul style="list-style-type: none"> <li>Describe what a local or state public health department does (civics lesson),</li> <li>List three reasons why job seekers might want to work in a health department,</li> <li>List three ways a government resume and application process may be different from other sectors,</li> <li>Describe how civil service exams are conducted and how to prepare for an exam,</li> <li>Explain how to maximize your chances of being selected for an interview when completing application essays or questionnaires,</li> <li>List hiring preferences that may apply to health departments, and</li> <li>Explain how to prepare for an interview in local or state government.</li> </ul>	This course introduces learners to the role of public health surveillance, types and uses of surveillance systems, sources for data collection, and how data are used to improve public health sciences, programs, and policies. Public health surveillance is “the ongoing, systematic collection, analysis, and interpretation of health-related data essential to planning, implementation, and evaluation of public health practice.”
<b>Hear from Public Health Professionals (PublicHealthCareers.Org)</b>	Varies	O	<ul style="list-style-type: none"> <li>Describe three for public health careers.</li> </ul>	This website provides several videos that provide an overview on the motivations for a career in public health and real life examples of different public health career paths.

# Host-Site Training

## Overview

On-site training programs vary based on the specific position and responsibilities of the members undergoing training. The content, duration, and delivery methods of on-site training are customized to address the unique skill sets, job requirements, and learning objectives of your position within the organization. For more information on the on-site training you will receive at your organization, speak with your supervisor.

## Get Oriented

Building confidence to ask questions helps you succeed. If you don't know the answers to these questions, go ahead and ask!

- How do I log my hours?
- Where do I log my hours?
- What do I do if I am sick?
- How do I access work email?
- What other tools and software should I be using?
- How do I print documents for work?
- How do I log my interactions with clients/members?
- How often can/should we meet (with supervisor)?





## Fostering a Mentor-Mentee Relationship

We hope that your relationship with your supervisor will be positive and that your supervisor or someone else at your site can serve as a mentor for your professional development. Fostering effective supervisor-trainee or mentor-mentee relationships requires effort and commitment from both parties involved. Here are some strategies to promote a positive and productive mentorship as a mentee:

1. **Clarify Your Goals:** Before seeking mentorship, clarify your objectives and what you hope to achieve from the mentorship relationship. This clarity will help you communicate effectively with your mentor.
2. **Establish Clear Expectations:** Discuss and agree upon the objectives, frequency of meetings, communication preferences, and roles and responsibilities of both the mentor and mentee.
3. **Communicate Clearly:** Clearly communicate your expectations, concerns, and progress to your mentor. Effective communication from both sides fosters trust and understanding in the relationship.
4. **Be Proactive:** Take initiative in scheduling meetings, setting goals, and following up on action items. Proactivity demonstrates your commitment to your growth and development.
5. **Be Open and Receptive:** Approach the mentoring relationship with an open mind. Be receptive to feedback, advice, and suggestions from your mentor. Avoid defensiveness and be willing to consider different perspectives.
6. **Respect Your Mentor's Time:** Be respectful of your mentor's time and agreed-upon boundaries.

7. **Seek Feedback and Continuous Improvement:** It is crucial for both parties in the mentoring relationship to regularly seek feedback. This allows the mentor and mentee to address issues early and assess the effectiveness of the relationship. Here are a few tips for a successful mentorship relationship:

- be open to constructive criticism,
- learn from your experiences, and
- commit to continuously enhancing the mentoring experience.

8. **Act on Feedback:** Integrating your mentor's feedback into your daily actions and behaviors is a proactive step towards personal development. By making tangible changes, you not only demonstrate your eagerness to learn and grow, but also pave the way for significant improvement.
9. **Show Gratitude:** Express gratitude to your mentor for their time, guidance, and support. A simple thank you can go a long way in nurturing a positive mentoring relationship.
10. **Pay It Forward:** As you grow and develop through mentorship, consider paying it forward by mentoring other PHA members or people new to the public health field in the future. Sharing your knowledge and experiences can be incredibly rewarding and help cultivate a culture of continuous learning and growth.

By implementing these strategies, mentor-mentee relationships can become valuable sources for a pleasant and productive work environment, learning, growth, and support for both parties involved.

# PHA-Provided Training

The PHA Program Library is a valuable resource hub designed to support the professional growth and advancement of AmeriCorps service members in the field of public health. PHA members will have access to monthly newsletters, career development webinars, public health speaker series, online career fair, and numerous other resources to help you meet your goals.

## Member Newsletters

Stay current on all Public Health AmeriCorps news and member opportunities by reading PHA's monthly member newsletter. We will send the newsletter to the email you provided in the MyAmeriCorps portal.

## Career Development Webinars

Tailored specifically for Public Health AmeriCorps members, the library offers a series of informative webinars covering a diverse range of career development topics. Topics include:

- navigating career fairs,
- mastering networking strategies,
- understanding the job market landscape,
- crafting impactful resumes,
- delivering effective elevator pitches, and
- interviewing techniques.

Additionally, the library addresses broader aspects such as:

- career resilience,
- the significance of certifications,
- opportunities for internships and fellowships,
- exploring side hustles, and
- engaging in community outreach.

## Public Health Speaker Series

[The Public Health AmeriCorps Speaker Series](#) is an initiative to enhance member knowledge and foster discussion on critical public health issues. This series typically features experts, thought leaders, and practitioners in the field who share their insights, experiences, and research on various topics. The goal is to educate and connect members, public health professionals, and the community on pressing health challenges and innovative solutions.

## Career Fair

Public Health AmeriCorps also hosts an online career fair for its members and alumni. The Virtual Career Fair, a dynamic and interactive event, provides members and alumni with a wealth of resources to explore public health careers and meet employers from diverse public health sectors. With the Public Health AmeriCorps Virtual Career Fair, members and alumni can effortlessly connect with employers, explore a multitude of job opportunities (e.g., full-time, part-time, internships, and fellowships), request in-person/virtual interviews, apply in real-time, and expand their network with public health professionals, all from the comfort and convenience of their own space. With a focus on empowering you to excel in your careers while making a meaningful impact in public health, the PHA Program Library serves as a hub of resources to learn about careers in public health, support your professional development goals, and support you in your next steps.

# Charting Your Course for Your Service Term and Beyond

## Sample Member and Supervisor Training Roles and Responsibilities

### Overview

Public Health AmeriCorps members are placed in various state and local public health settings to gain onsite experience and help advance more equitable outcomes for underserved communities. As part of this placement, members are given training opportunities—both in person and online—to strengthen their public health knowledge and skills.

Completing the required Foundational Training for Public Health AmeriCorps (Foundational Training) is not just a condition of your service, but a crucial and time sensitive step in your professional development. This online training program, accessible via the CDC TRAIN platform, includes 26 required resources (approximately 18 hours). Rest assured, ample support and resources are available to help you complete the training by the end of your service term. Remember, your plan completion must be registered with AmeriCorps.

### Purpose

This document is developed between each Public Health AmeriCorps member and their supervisor. The goal is to ensure dedicated time is allocated to your learning and capacity building so that public health competencies are developed during the service period (up to 20% of service time

can be allocated to learning). At a minimum, each member must complete the Foundational Training for Public Health AmeriCorps. There are likely other on-site training that members will be required to complete, and other training that you will be interested in taking to build skills!

Supervisors and members contribute to a productive and positive learning environment. To help shift learning into action, here are your and your supervisor's expected roles in your learning with the foundational training plan:

### Roles

- **Supervisors:** Help your member routinely and regularly apply their learning to real life scenarios and projects. Invite conversation, reflection, and share feedback and ideas.
- **Members:** Growth happens when you get feedback! Ask your supervisor(s), mentor(s), and peers!

Review your and your supervisors' responsibilities to ensure your interactions promote regular communication and engaged learning. To help with your commitment to stay involved with the Foundational Training Plan for Public Health AmeriCorps members, check off each as a reminder of your responsibility.

## Responsibilities

### • Member learning responsibilities

- Be accountable for all of my service learning. This includes scheduling and completing the required Foundational Training Plan for Public Health AmeriCorps by the end of my service term.
- Receive, consider, and integrate feedback from my supervisor regarding my learning journey.
- Integrate learning and other relevant information into effective execution of projects.
- Demonstrate commitment to continual professional development, learning, and leadership development.
- Uphold ethical guidelines and professional standards expected of a public health professional.
- Space to add more]

### • Supervisor responsibilities

- Ensure members receive regular protected time to engage in service learning.
- Provide actionable feedback on member's performance in a consistent and timely manner.
- Monitor member understanding of public health concepts and application in their professional work.
- Continuously support and provide guidance to members on their professional development.
- Uphold ethical guidelines and professional standards expected of a public health supervisor.
- [space to add more]

## Dedicated learning time

Setting up dedicated time for learning allows members to have anticipated stretches of focus and concept integration. As a part of the Public Health AmeriCorps program, members may allocate up to 20% of their service term to education and training activities. In total, the required number of courses in the Foundational Training for Public Health AmeriCorps training plan should take you approximately 18 hours to complete. To ensure you meet all the requirements for your training, it is important to plan how you will complete your training.



Based on my service term, I have \_\_\_\_\_ hours to allocate to learning. That translates to an average of \_\_\_\_\_ hours per week. I will commit to completing my training by blocking the following times on my calendar as dedicated learning time, at least until all of my required courses are completed.

- Weekly on \_\_\_\_\_ [day] at \_\_\_\_\_ [time]
- Biweekly on \_\_\_\_\_ [day] at \_\_\_\_\_ [time]
- Other: \_\_\_\_\_

### **Regular check-ins**

Setting up regular check-ins between members and supervisors allows for consistent learning, reflection, and feedback. It is crucial that you schedule meetings throughout your service term. Based on my service schedule and input from my supervisor, we will block the following times on our calendars for regular check-ins.

- Weekly on \_\_\_\_\_ [day] at \_\_\_\_\_ [time]
- Biweekly on \_\_\_\_\_ [day] at \_\_\_\_\_ [time]
- Other: \_\_\_\_\_

### **Reviewing documents**

Several additional resources have been developed to support Public Health AmeriCorps members and supervisors.

Please indicate that you have reviewed the following documents and resources with your member.

- Public Health AmeriCorps Atlas
- Supervisor Mentor Manual on Foundational Training
- Other site specific documents

This document is subject to revision at any time as determined by both supervisor and member.

We agree, to the best of our ability, to uphold the guidelines specified in this document and to manage the supervisor-member relationship to protect the health and wellbeing of our communities.

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Public Health AmeriCorps Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



## Your Individual Development Plan

### What is an individual development plan?

An individual development plan (IDP) is a personalized map that outlines an individual's professional development goals, objectives, and strategies for growth and advancement in their career. An IDP is a helpful tool for:

- 1. Setting Goals:** An IDP can help you identify or clarify your career aspirations, strengths, areas for improvement, and long-term objectives.
- 2. Developing Knowledge, Skills, and Abilities:** Through this process, you will take time to reflect and assess your skills, competencies, and knowledge gaps relevant to where you are today and where you would like to go in your career. By regularly reviewing progress toward goals and objectives, you can identify areas for growth, address challenges, and adapt your strategies for continuous improvement.
- 3. Making Career Choices:** Using your IDP as a map can help you make difficult career decisions by keeping your choices aligned with your goals and personal strengths.

Overall, an IDP can be a powerful tool that allows you to take ownership of your professional development, set meaningful goals, and navigate potential career paths with purpose and intentionality.

### How to use your IDP throughout your service term and beyond?

The IDP is not meant to be a burden, but a tool that you will develop over time. You will work on your IDP at three different points during your service term. We ask that you first draft your responses

- at the beginning of your service term (ideally before you begin or as one of the first things you do),
- check in midway and revise if anything has changed,
- and then revisit it at the end of your service terms to plan next steps.



## Part I: IDP for Public Health AmeriCorps Service Members

Name:

**Service Term:**

**Mentor/Supervisor:**

**Date:**

### 1. Reflection questions:

- a. What activities do you enjoy in the workplace or at school?
- b. Which skills do you want to learn to prepare for your future?
- c. What are your career goals in public health?
- d. What specific skills do you want to develop or enhance?
  - i. Health Equity
  - ii. Community Partnership
  - iii. Communication
  - iv. Data Analytics and Assessment
  - v. Policy Development and Program Planning
  - vi. Public Health Sciences
  - vii. Leadership and Systems Thinking
  - viii. Professional Development
  - ix. Other:

- e. What are your strengths and areas for improvement in relation to my career goals?
  - i. Strengths
  - ii. Areas for Improvement
  
- f. What types of experiences or opportunities do you need to achieve my career goals?
  
  
  
  
  
  
  
  
  
- g. What training or educational programs would help you acquire the necessary skills and knowledge?
  
  
  
  
  
  
  
  
  
- h. What professional development activities can you pursue to expand your network and enhance your career prospects?
  
  
  
  
  
  
  
  
  
- i. Which opportunities are currently available to you?
  
  
  
  
  
  
  
  
  
- j. How can you leverage your current role or position to gain relevant experience and advance your career?



## **2. Career Goals**

### **3. Key Areas of Development:**

1. Technical Skills:

2. Interpersonal Skills:

3. Professional Development:

### **4. Action Plan:**

Month 1-2:

Month 3-6:

Month 7-10:

Month 11-12:

## Part II: Mid-term Check-In

Date: \_\_\_\_\_

Review your responses to Part I and edit if your responses have changed.

## Part III: End of Training Plan

Date: \_\_\_\_\_

Review your responses to Part I and edit if your responses have changed.

Your Training Plan Map

Domain	Training Resource	Scheduled to Complete
Create IDP		
Midterm IDP Check-in		
Revise IDP		

## Continuing Education

One of the many benefits of your service is financial support for continuing your education. After successfully completing your AmeriCorps term of service and enrolling in the National Service Trust, you are eligible to receive the Segal AmeriCorps Education Award. You can use the award to repay qualified student loans and to pay current educational expenses at eligible institutions of higher education and training programs.

### Pay Educational Expenses

You can use your education award to pay current educational expenses at eligible schools and at certain GI Bill-approved educational programs for veterans. Eligible schools are higher educational institutions, both domestic and foreign, that currently participate in the Department of Education's Title IV student aid programs. This category includes most post-secondary colleges, universities, and technical schools.

The amount of a full-time Segal AmeriCorps Education Award is equivalent to the maximum value of the Pell Grant for the fiscal year in which the term of national service is approved. The amount of the Pell Grant can change each year. Therefore, the amount of a full-time award can change. Once an individual earns an award, the dollar amount of that award will not change. The award amount for less than half-time service programs varies based on the required terms of service.

## Repay Qualified Student Loans

The Segal AmeriCorps Education Award can only be used to repay the qualified student loans listed below:

- Loans backed by the federal government under Title IV of the Higher Education Act (except PLUS Loans to parents of students)
- Loans under Titles VII or VIII of the Public Service Health Act
- Loans made by a state agency, including state institutions of higher education

For more information about the Segal AmeriCorps Education Award, please visit <https://americorps.gov/members-volunteers/segal-ameri-corps-education-award>.



## Additional Resources for Further Professional Development

We hope this three-pronged approach to learning has sparked your interest in furthering your growth and development for your public health career. For other courses, we encourage you to check out the following providers:

- Public Health Learning Navigator: <https://www.phlearningnavigator.org/>
- Public Health Foundation's TRAIN Platform: <https://www.train.org/cdctrain/welcome>
- Region 1 New England Public Health Training Center: <http://www.bu.edu/nephtc/>
- Region 2 Public Health Training Center: <https://region2phtc.org/>
- Region 3 Mid-Atlantic Regional Public Health Training Center: <https://www.marphtc.pitt.edu/>
- Region 4 Public Health Training Center: <http://www.r4phtc.org/>
- Region 5 Greater Lakes Public Health Training Center: <http://www.rvphtc.org/>
- Region 6 South Central Public Health Training Center: <http://r6phtc.sph.tulane.edu/>
- Region 7 Midwestern Public Health Training Center: <http://www.mphtc.org/>
- Region 8 Rocky Mountain Public Health Training Center: <https://www.rmphtc.org/>
- Region 9 Western Region Public Health Training Center: <http://wrphtc.arizona.edu/>
- Region 10 Northwest Public Health Training Center: <http://www.nwcphp.org/training>



# **APPENDICES**

## A. Instructions Using Google Chrome as a Password Manager

The Public Health Foundation's CDC TRAIN and many of the training providers recommend that you use Google Chrome as your browser to complete the trainings. If you choose to use Google Chrome, we've provided the steps below for saving your passwords.

- 1. After logging in to the training provider, Chrome may display a prompt asking if you want to save your login information. If you see this prompt, you can click on “Save,” “Save password,” or a similar option to save your login credentials. If you don't see the prompt, you can manually save your login information through Chrome settings by**
  - a. Clicking on the three-dot menu icon in the top-right corner of Chrome.
  - b. Selecting “Settings” from the dropdown menu.
  - c. Scrolling down and clicking on “Passwords” under the “Autofill” section.
  - d. Toggling the switch next to “Offer to save passwords” to enable password saving if it's not already enabled.
  - e. Clicking on “Save passwords” to manually add login information. You can enter the website URL, username, and password here.
- 2. Reviewing Saved Passwords: To review or manage your saved passwords in Chrome:**
  - a. Go to Chrome settings by clicking on the three-dot menu icon and selecting “Settings.”
  - b. Scroll down and click on “Passwords” under the “Autofill” section. Here, you'll see a list of websites for which Chrome has saved your login information. You can click on the eye icon to view the saved password or click on the three-dot menu next to each entry to edit, delete, or export passwords.

Password managers can be an excellent organizational tool, but remember to use this feature with caution and ensure that you're using a secure and trusted device.

## B. Example IDP

**Name:** Sofia Garcia

**Service Term:** July 1, 2025-July 1, 2026

**Supervisor/Mentor:** Margot Smith

**Date:** June 30, 2024

### **Career Goals:**

1. Gain hands-on experience as a community health worker in chronic disease management.
2. Develop proficiency in community outreach and effective communication methods.
3. Expand my network within my service area and public health professional community.
4. Explore other career opportunities for health education.
5. Contribute to the improvement of health outcomes in underserved communities.

### **Key Areas of Development:**

#### **1. Technical Skills:**

- Gain proficiency in project management tools, such as GANTT charts.
- Improve public speaking skills to help better communicate organizational goals/mission or objectives.

#### **2. Interpersonal Skills:**

- Enhance communication skills through active listening, effective verbal and written communication.
- Develop expertise in effective outreach methods.
- Learn best practices in promoting health literacy.
- Improve networking skills by attending industry conferences, workshops, and events.

#### **3. Professional Development:**

- Participate in career development webinars and workshops offered by Public Health AmeriCorps.
- Seek mentorship and guidance from experienced professionals in the field of public health, including informational interviews.
- Pursue opportunities for additional training through the regional public health training centers.



## **Action Plan:**

### **1. Month 1-2:**

- Attend orientation sessions and become familiar with the mission and goals of Public Health AmeriCorps.
- Meet with my mentor to discuss career goals and develop a plan for achieving them.
- Complete three of the domains of the online training plan.

### **2. Month 3-6:**

- Conduct an informational interview with at least two experienced public health professionals to gain insights into different aspects of their careers.
- Attend online networking events and connect with peers and mentors in the public health community.

### **3. Month 7-10:**

- Identify areas of interest for further specialization or advanced training.
- Begin researching potential opportunities for internships, jobs, fellowships, or graduate programs.

### **4. Month 11-12:**

- Reflect on my achievements and challenges during the service term.
- Finalize plans for post-AmeriCorps career or educational pursuits.
- Prepare and deliver a presentation on service accomplishments and future goals.

## C. According to your Service Term - Sample Training Plan Maps

To ensure your successful completion of the Foundational Training Plan for Public Health AmeriCorps, we recommend scheduling when you will complete each course. Each service site is different. Members and supervisors should discuss expectations and guidelines around when members will have available time to complete the required training.

Here are a few sample completion plans based on different service term lengths.

**Sample Plan #1: Three Month Service Term with all required content completed during on-boarding week.**

Domain(s)	Course/Resources	Scheduled to Complete
Introduction to Public Health Health Equity Community Partnership Communication Data Analytics and Assessment Policy Development and Program Planning Public Health Sciences Leadership and Systems Thinking Career Pathways in Public Health	All <b>required</b> materials in each domain identified with an *	Incorporate completion of training into member on-boarding week

**Sample Plan #2: Six Month Service Term with required content distributed in the first 10 weeks.**

Domain(s)	Course/Resources	Scheduled to Complete
Introduction to Public Health	All <b>required</b> materials identified by an *	Week 1
Health Equity	All materials identified by an *	Week 2
Community Partnership	All materials identified by an *	Week 3
Communication	All materials identified by an *	Week 4
Data Analytics and Assessment	All materials identified by an *	Week 5
Policy Development and Program Planning	All materials identified by an *	Week 6
Public Health Sciences	All materials identified by an *	Week 7
Leadership and Systems Thinking	All materials identified by an *	Week 8
Career Pathways in Public Health	All materials identified by an *	Week 10

**Sample Plan #3:** Twelve Month Service Term with required content distributed based on other service deadlines or commitments. Some members may choose to concentrate their training during certain weeks of their service term rather than evenly spacing it out.

Domain(s)	Training Resource	Scheduled to Complete
<b>Introduction to Public Health</b>	<b>All materials</b>	<b>Month 1</b>
	What is Public Health?; Public Health 101 Series – Introduction to Public Health	Week 1
	Social Determinants of Health	Week 2
	Social Determinants of Health at CDC	Week 3
	Any optional content of interest	Week 4
<b>Health Equity</b>	<b>All materials</b>	<b>Month 2</b>
	What is Health Equity?	Week 1
	Implicit Bias: The influence of your unconscious mind	Week 1
	Cliff of Good Health	Week 2
	How to be Anti-Racist in the Everyday Practice of Public Health	Week 3
	Recognizing and Challenging Stigma	Week 4
<b>Community Partnership</b>	<b>All materials</b>	<b>Month 3</b>
	An Overview of Public Health Reaching Across Sectors	Week 1
	Introduction to Outreach Methods and Strategies	Week 3
<b>Communication</b>	<b>All materials</b>	<b>Month 4</b>
	Health Literacy for Public Health Professionals	Week 2

	Surgeon General's "A Community Toolkit for Addressing Health Misinformation"	Week 3
<b>Data Analytics and Assessment</b>	<b>All materials</b>	<b>Month 5</b>
	Overview of Public Health Data	Week 2
	An Introduction to Community Assessment and Data Collection	Week 2
<b>Policy Development and Program Planning</b>	<b>All materials</b>	<b>Month 6</b>
	Developing and Prioritizing Program and Policy Options	Week 1
	Project Planning	Week 2
	Evaluation	Week 3
	Health in All Policies Resource Center	Week 4
<b>Public Health Sciences</b>	<b>All materials</b>	<b>Month 7</b>
	Public Health 101 Series- Introduction to Prevention Effectiveness	Week 1
	Public Health 101 Series- Introduction to Public Health Surveillance	Week 1
	Public Health 101 Series- Introduction to Epidemiology	Week 2
	I am CDC- Vector Borne Diseases	Week 4
<b>Leadership and Systems Thinking</b>	<b>All materials</b>	<b>Month 8</b>
	Managing Change: The Essential Leadership Skill	Week 1
	The Value of Systems Thinking	Week 1
	Advancing DEI in the Workplace Through Mentorship	Week 4
<b>Career Pathways in Public Health</b>	<b>All materials</b>	<b>Month 9</b>

## D. Training Notes

We've provided a template below for you to use to take notes throughout the online training plan.

**Resource Title:**

**Key Takeaways:**

**1. [Key Concept 1]**

[Detailed notes or explanations related to the key concept.]

**2. [Key Concept 2]**

[Detailed notes or explanations related to the key concept.]

**3. [Key Concept 3]**

[Detailed notes or explanations related to the key concept.]

**Examples and Case Studies:**

[Note down any examples, case studies, or real-life scenarios provided during the training to illustrate key concepts.]

**Questions for Follow-Up:**

[List any questions or topics that require further clarification or follow-up.]

**Additional Resources:**

[Make note of any additional resources, references, or materials provided during the training session for further reading or exploration.]

**Supplemental Notes:**

## E. Key Contact Information

### For CDC TRAIN support

- Please submit the requested information and a member of the CDC TRAIN Learner Support team will contact you by email as soon as possible. The CDC TRAIN Learner Support team is available Monday – Friday from 8:00 am to 4:30 pm eastern time except for federal holidays. Requests received outside normal business hours will be processed the next business day.

### For course-specific support:

- There are several training providers, so it is important that you contact the organization if you experience any issues with their training resource. Each training resource link provides an email address to contact for technical support.

### To contact the Public Health AmeriCorps Team

- Send an email to [publichealth@americorps.gov](mailto:publichealth@americorps.gov), and a Public Health AmeriCorps team member will contact you to answer your questions or inquiries.





**AmeriCorps**



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