Public Health Leadership Certificate Program

Overview

The Mid-Atlantic Public Health Training Center is pleased to announce the launching of a Public Health Leadership Certificate program offering on-going competency-based public health leadership training and formally recognizing those who complete the program requirements. The goal is to support emerging leadership in federal, state and local agencies in the Mid-Atlantic region. This in turn will pave the way for smooth leadership transitions, particularly during these times of budget restraints, hiring freezes, and leadership changes. This Leadership Certificate program will help assure the Mid-Atlantic region will have public health leaders able to protect and promote the public’s health; the MAPHTC’s Public Health Leadership Certificate program consists of the following components:

You should apply to the Leadership Certificate Program if:

• You have been working in the public health field for 3+ years, with a minimum of 2 years as a manager or leader with supervisory, programmatic and/or fiscal responsibility;
• You have a minimum of an AA or AS degree from an accredited institution;
• You are interested in developing your skills, broadening your public health network, and applying leadership competencies with initiative, creativity and innovation.

Cost

The cost of participation in the program is between $250 and $350, depending on electives selected. The cost of participation in the opening and closing sessions is $150. In addition, participants must pay for the additional four trainings, which are typically $25 each for a one-day face-to-face training. Limited scholarship funding is available to cover the cost of travel for those whose locations require an overnight stay to attend trainings or the opening and closing sessions.
Program Requirements

The Certificate Program includes the following required components:

- Participation in both the opening and closing two-day sessions, October 16-17, 2012 and June 25-26, 2013 at Ten Oaks, in Howard County, MD. The opening session will provide an opportunity for certificate participants to assess their own leadership strengths and set goals for the program, as well as network with their peers. This two-day training will include a self-assessment of leadership style and an introduction to Logic Modeling, Community Assessment, Achieving Outcomes and Continuous Quality Improvement. The closing session will emphasize the participants’ future leadership roles, evaluation of program goals, as well as development of short and long-term leadership goals. Additionally, at the closing session participants will reflect on the program, share lessons learned and participate in a graduation ceremony.

- Participation in at least four additional trainings from the list below\(^1\). One of these four can be an on-line training.

- Participation in monthly asynchronous online discussions. Each monthly on-line session will focus on a different topic or skill relevant to public health leaders. Instructors will post content on-line – either a PowerPoint presentation, an article, a video, or audio clip - and initiate the discussion activity. Participants will post their responses, questions, and insights, so that the group can interact without the inconvenience of having a set time each month. Topics may include:

  1. How to make the most of a Mentoring relationship
  2. Finding the evidence you need for evidence-informed practice.
  3. How to present information effectively
  4. How to facilitate meetings/discussions
  5. Models of Leadership

- Participants will be encouraged to identify a mentor to meet with them regularly during the Certificate program.

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\(^1\) Trainings completed anytime in the calendar year when the program begins can be counted towards this total.
• Participants will each identify a project to complete during the Leadership program. In choosing a project, two criteria should be considered

1. The project will give the participant an opportunity to apply leadership-related skills they seek to gain from the program; and

2. The project will be beneficial to the participant’s public health-related agency or organization.

The project can be a done by a team or it can be an individual project. If participants choose to do an individual project, they will be encouraged to network with other participants working on individual projects that are similar to their own. Additional project-related information will be presented at the opening session.

• Before coming to the opening session, participants will be required to complete self-assessment activities.

The MAPHTC Leadership Trainings are made up of Core Competency Public Health trainings as well as training topics offered by Johns Hopkins for its leadership staff. The trainings are designed to help participants become proficient in the skill sets required in public health leadership, while providing the flexibility for participants to choose training topics that best meet their professional development needs.

Trainings

Required Trainings

1. Public Health Leadership Opening Session: Public Health Leadership and You (two days)
   October 16-17, 2012 at Ten Oaks, in Howard County, MD
This session is designed for those who intend to participate in the Public Health Leadership Training Program. Participants will learn about public health leadership competencies and assess their own leadership skills. At the end of the session, participants will have a plan to strengthen their existing skill sets, developing new ones, and begin building a network of public health peers who are working toward the same goal.

2. Public Health Leadership Closing Session: Public Health Leadership Looking Forward (two days)
   June 25-26, 2013 at Ten Oaks, in Howard County, MD
The Closing Session of the Public Health Leadership Training Program is for those who have completed all the requirements for the Leadership Program. Participants will have an opportunity to reflect on what they’ve learned, provide feedback, and celebrate their accomplishment together. The closing session will allow for reflection, evaluation, and sharing of lessons learned and will include a ceremony in which participants will receive their MAPHTC Public Health Leadership Certificates.
Elective Trainings (Participants must complete at least 4)

1. The Mechanics of Leadership: Influencing Interpersonal and Group Outcomes
2. Achieving Outcomes through Best Process Program Design and Evaluation*
3. Community Assessment and Formative Evaluation*
4. Culturally Competent Management
5. Advanced Advocacy*
6. Becoming a Conflict Competent Leader
7. Using Social Marketing to Influence Decision Makers*
8. Teambuilding – How to Get People to Work Together
9. Practical Grant Writing*
10. Logic Modeling*
11. Ethics and Public Health*
12. Senior Leadership Transition Workshop
13. Performance Management
14. Leading Change Through Communication: Strategic Use of “Old” and “New” Media (online)

* Course is part of the MAPHTC’s Public Health Core Competency Trainings

Course Descriptions

1. Leadership and Influencing Group and Interpersonal Outcomes
   Effective leaders understand their own style of influencing others and have the skills to work with a group to accomplish a goal. Participants in this class will conduct further self assessment and use case studies to better understand their own style of influence. The class will also include how to overcome resistance, and subordinates, peers, and other leaders to deliver desired outcomes without negative consequences?

2. Achieving Outcomes through Best Process Program Design and Implementation
   In this session, training participants will learn:
   - The importance of strategic program planning
• To apply a 10-step best process model to guide program development from problem assessment through planning for sustainability
• Why the integration of evaluation throughout the lifespan of the program improves program implementation and outcomes

3. Community Assessment and Formative Evaluation
This training is focused on developing and strengthening the skills needed to conduct community assessment and formative evaluation activities. Partnerships and relationships are fundamental to the process and critical in the formative stages of developing effective programs to address community needs. Comprehensive assessments also identify and build on a community’s strengths.

Training Objectives:

• Describe the community assessment process;
• Identify types of data that can be used to assess the needs and assets of a community;
• Discuss the quantitative and qualitative methods of assessment;
• Analyze findings to determine community needs and assets; and
• Introduce the role of formative evaluation in clarifying or refining information from the assessment.

4. Culturally Competent Management
This training will be developed in 2012; it will build on the current Cultural Competency training to specifically address Cultural Competency issues not only with regards to the delivery of public health services, but also within the context of supervision and management.

5. Advanced Advocacy - Two-Day Training
This training will focus on public health advocacy with a specific focus on prioritization of policy issues, developing coalitions and communicating effectively. By the end of the course participants will be able to;

• Frame a policy issue to maximize the likelihood of its enactment and implementation.
• Select from a list of competing local policy priorities to maximize chance of implementation.
• Describe the various ways that policy can be implemented: passage of a law, promulgating regulations, issuing of executive orders, court intervention, and the like.
• Conduct an effective educational and lobbying meeting with a lawmaker.
• Understand the key principles behind building an effective coalition and strategically selecting and advancing a policy issue for change.
• Demonstrate how to write an effective media advisory, pitch a story to a reporter, and do the required follow-up to get media coverage.
• Create a SOCO (Single Overriding Communication Objective) for any given policy issue and be able to effectively communicate this message to the media.
• Describe what employees are covered by the Hatch Act and the extent to which they are permitted to partake in advocacy and partisan election activities.
• Detail what type of advocacy activities is allowable for public servants at all levels of government.

6. Becoming a Conflict Competent Leader
Dealing effectively with conflict is difficult for leaders and followers alike. How can we assess how we currently handle conflict and develop the skills we need to deal with conflict more effectively? This class will examine the sources of conflict in organizations and use case studies, role-plays, and examples shared in class to investigate effective methods for reaching satisfactory agreements. Participants will assess their own personal style of conflict management to increase self-knowledge and will develop and practice effective conflict resolution strategies. By the end of this course, people will be able to:

• focus explicitly on specific behavioral responses to conflict, and how they might be changed to ensure a better outcome
• diagnose behaviors that help resolve or inflame conflict
• Remember to focus on the positive outcome they seek.

7. Using Social Marketing to Influence Decision Makers
To achieve community-level change, we need to understand how to influence key decision-makers who impact social or physical environmental conditions that affect the health of the community. Twenty-first century social marketing strategies help us understand how to analyze our decision-making audience and develop informed strategies that will have them “buy” our recommendations and/or the need for change. Topics to be included in this hands-on training:

• Defining the problem for the intended audience,
• Framing data appropriately,
• Ten strategic questions to ask in a social marketing campaign,
• The social marketing cycle, including the eight-component product mix, and
• The critical importance of careful evaluation throughout the process.

8. Teambuilding – How to Get People to Work Together
This program emphasizes how to build team members from group members and achieve excellence by working together. Specific content includes:

• Important differences between a team and a work group—and the reasons a team gets better results
• Social style strategies for strengthening team communication
• Drawing team conflict out into the open — and dealing with it honestly and productively
• How the power of collaboration can break deadlocks peacefully and productively
• Importance of trust and clear goals in building and maintaining strong teams
• How to motivate a team and keep it growing

9. Practical Grant Writing
Participants are introduced to the essentials of grant writing. This training focuses on practical skill-building, including a brief introduction to the logic model development process. After an overview of the entire process, specific attention is paid to the following key areas:
• analyzing the RFA
• understanding and describing the “what, why and how” of your program
• writing S.M.A.R.T. (specific, measurable, achievable, relevant, time-framed) objectives
• integrating evaluation into the proposed work plan
• preparing the executive summary

10. Logic Models
The focus of this training is on developing the logical thinking skills necessary to create effective logic models. Specific content includes:

• The logic model development process: where and how to begin
• Understanding the relationship between risk factors and possible intervention strategies
• Using logical thinking to guide resource and program partner decisions
• Considering the rationale for including specific program components
• Using staged outcomes to enhance the logic model and its value in evaluation

11. Ethics and Public Health
This course will be developed in 2012 with faculty at the Johns Hopkins Bloomberg School of Public Health. The session will focus on the kinds of ethical issues that arise in public health practice; the process of addressing these issues will be analyzed, using case examples.

12. Senior Leadership Transition Workshop
Getting a good start in a new leadership role is a critical aspect of any senior leader transition. This class will provide new leaders with guidance in navigating the challenges inherent in making this transition. Participants who will benefit most from the class might be those who supervise a group of professional staff or have significant program responsibility. This one day workshop will utilize both leadership best practice frameworks as well as integrating the collective wisdom of the leaders who are course participants.

13. Performance Management
Performance Management engages staff at all levels in identifying goals and objectives for the agency and staff to ensure performance standards are set, measured, and the data is used to provide feedback and manage changes needed. Participants will learn the conceptual framework and examples of how the process is applied to individuals and agencies.

14. Leading Change Through Communication: Strategic Use of “Old” and “New” Media
This online class will be offered for the first time this summer of 2012. The class includes a set of ten modules and four LiveTalks that take participants through the entire process of developing a Social Marketing campaign. The class is taught by instructors from the Johns Hopkins Center for Communications Programs.
Application

Click here to access the application for the Public Health Leadership Certificate Program.

In addition to completing the online application, please have your supervisor complete the support form and email it to maphtc@jhsph.edu with the Subject Line: PH Leadership Program-Supervisor Recommendation

Applicants will be notified of admissions decisions by August 31, 2012.

If you have questions or need additional information, please contact the Mid-Atlantic Public Health Training Center at maphtc@jhsph.edu or 443 287-7833