



Health Education England

**Public Health Practitioner Programme, Yorkshire and the Humber
CPD and Masterclass Offer 2021**

CPD/Masterclass Title	Facilitator	Date/Time	Location
1. The Leadership 'Toolkit'	Professor Laura Stroud	Tues 9 th Feb. 2021, 09:30-13:00	Online session
2. Volatile, uncertain, complex and ambiguous (VUCA) – staying sane when the world ambushes your (working) life	Tim Sims	Tues 23 rd Feb. 2021, 09:30-13:00	Online session
3. Coaching Skills	Dr Susy Stirling	Mon. 8 th Mar. 2021, 13:00-16:30	Online session
4. Introduction to public health; the context and climate of practice	Faculty of Public Health facilitator	Mon 26 th April 2021, 09:30-12:30	Online session
5. Professional skills for public health; ethical practice and communication	Faculty of Public Health facilitator	Tues 18 th May 2021, 13:30-16:30	Online session
6. Introduction to epidemiology: using information for health	Faculty of Public Health facilitator	Tues 15 th June 2021, 09:30-12:30	Online session
7. Using evidence to improve public health practice	Faculty of Public Health facilitator	Mon 12 th July 2021, 13:30-16:30	Online session
8. Designing, delivering and evaluating public health interventions	Faculty of Public Health facilitator	Tues 7 th Sept. 2021, 09:30-12:30	Online session
9. Working collaboratively to deliver the public health function in a changing political and economic climate	Faculty of Public Health facilitator	Mon 4 th Oct. 2021, 13:30-16:30	Online session
10. Critical Appraisal	Matt Greensmith and Pippa Bird	Tues 2 nd Nov. 2021, 09:30-12:30	Online session
11. Health Protection	TBC	TBC	TBC

1. The Leadership 'Toolkit'

Professor Laura Stroud

Laura is the Director of the Leeds Institute of Health Sciences, School of Medicine, University of Leeds. She is the Professor of Public Health and Education Innovation and the Associate Dean for Student Education for the School of Medicine.

Laura is a Fellow of the Faculty of Public Health by Distinction and is an accredited Educational Supervisor for Specialist Registrars in Public Health for the Yorkshire and Humber Deanery. She has significant experience of teaching public health and leadership and is delighted to be working with the practitioner programme.

About the Workshop

This interactive workshop will combine a leadership 'toolkit' with group work to help participants to put ideas into practice, drawing on examples from Laura's experience as an educator and leader.

Learning Outcomes

At the end of this session you should be able to:

- Think critically about the rise of leadership and its relationship to management and innovation.
- Confidently outline and describe some basic models of leadership that you can draw on in the workplace.
- Begin to engage with theoretical frameworks to enhance your personal leadership capability.

2. Volatile, uncertain, complex and ambiguous (VUCA) – staying sane when the world ambushes your (working) life

Tim Sims

The facilitator is Tim Sims who works with local and national public health teams, has evaluated Practitioner Accreditation schemes since 2011 and coaches' teams in several UN agencies.

About the workshop

Practitioners in public health are now more than ever likely to be key to enabling local, national and international communities cope with the next few decades. Not only for emergency protection of the public but also for the wellbeing of populations whose relationships, livelihoods and mental health are threatened by the consequences of human activity on our planet.

If that's true, then how you look after yourselves and your colleagues is a major priority.

There are likely to be issues about how you have been deployed, the sustainability of some arrangements and serious organisational, professional and personal lessons for the future.

Learning Outcomes

This half-day programme is designed to do 4 things:

- Enable you to compare notes with each other in breakout groups on what it's been like and what needs to be learnt from nearly a year of Coronavirus, using your own data and global data
- If this is VUCA - assessing some ways now being suggested to respond professionally, using emerging professional guidelines from outside public health
- If this is VUCA - taking stock of accessible skills being proposed to protect ourselves and significant others
- Provide some VUCA take-aways: some initial practical checklists such as how to pilot a slightly flawed measure or six practical things to work on to build your own resilience. These are designed to be checklists to take away and improve in the light of experience.

3. Coaching Skills

Dr Susy Stirling

Susy trained in Public Health in the south west of England, East Midlands, and Yorkshire and Humber regions. She was Training Programme Director for the Y&H School of Public Health between 2010 and summer 2019, when she left the role to focus more on her leadership and coaching roles.

Susy became interested in organisational development after witnessing the impact of sequential NHS reorganisations. A trained coach, she set up and runs the HEE Coaching Scheme in Y&H. She is a 360 facilitator, Action Learning Set facilitator and Myers Briggs Type Indicator facilitator, and runs the HEE Leadership Fellowship Scheme in Y&H.

Aims of workshop

To understand what coaching is and is not, and how it can add value to professional relationships

Learning outcomes

- To understand the qualities of an effective coach
- To understand the components of an effective coaching interaction
- To understand the principles underpinning coaching
- To experience coaching questions and their impact on your thinking
- To reflect on how this skill set could augment your current one

Preparatory work

Think of 3 or 4 things that are issues for you at the moment. Things that you are struggling to decide, resolve or move forward. They can be from any area of your life, e.g. Where to go on holiday, what bit of a to-do list to tackle first, how to best spend time this weekend. They don't need to be earth-shattering but do need to be meaningful to you. We will be doing some brief exercises talking and thinking about them. You will find that your learning is much more powerful and effective when these areas are not role play but real ones. You will be under no obligation to discuss your issues with the whole group, but with one other person. It is entirely up to you how much info you share and there is no need to discuss anything you are uncomfortable with.

4. Introduction to public health; the context and climate of practice

Faculty of Public Health Facilitator TBC

Indicative content

- A brief history of public health and the main organisations today
- The public health function: three domains of practice
- Individual Vs Population health
- How risks to health and wellbeing are identified, prevented or controlled
- The wider determinants of health and an introduction to health inequality
- The policy and strategy context and how to influence

Learning Outcomes

- Understand the organisation of public health functions and the key organisations in the UK
- Understand the main policies and strategies relevant to public health
- Recognise the opportunities for influencing policy and strategy
- Recognise the main risks to health and know how these are identified, prevented and controlled
- Be able to confidently discuss inequalities in health and the wider determinants of health

Relevant UKPHR Standards (4 and 5)

- 4.1** Demonstrate how risks to health and wellbeing are identified, prevented or controlled.
- 4.2** Demonstrate how individual and population health differ and describe the possible tensions which may arise when promoting health and wellbeing.
- 5.1** Support the implementation of policies or strategies to improve health and wellbeing and reduce health inequalities.
- 5.2** Demonstrate how your work is influenced by an understanding of the impact of the wider determinants of health.
- 5.3** Critically reflect on and make suggestions for how public health policies or strategies could be improved.

5. Professional Skills for public health; ethical practice and communication

Faculty of Public Health Facilitator TBC

Indicative content

- Skills for the public sector- legal and practice requirements
- Ethical practice and the challenges we face when allocating resources
- Developing our own practice and supporting the development of others
- Communication for public health and the barriers to effective communication
- The media - a help or a hindrance?
- Introduction to the registration and membership organisations in public health

Learning Outcomes

- Understand the basic professional skills required for good public health practice
- Identify ethical challenges and how these are overcome
- Develop skills to support the practice of others
- Know the importance of and key requirements for good communication
- Understand the contribution of the media and how to maximise its benefits

Relevant UKHPR Standards (1 and 8)

- 1.1** Comply with statutory legislation and practice requirements in your area of work.
- 1.2** Use an ethical approach in your area of work, identifying ethical dilemmas or issues arising and how you address them.
- 1.5** Act in ways that recognise people's expressed beliefs and preferences.
- 1.6** Act within the limits of your competence, seeking advice when needed.
- 1.7** Continually develop own practice by reflecting on your behaviour and role, identifying where you could make improvements.
- 1.8** Contribute to the development and improvement of others' public health practice.
- 8.1** Communicate public health information clearly to a variety of audiences.
- 8.2** Communicate the health concerns and interests of local people to influence service provision.
- 8.3** Demonstrate awareness of the effect the media can have on public perception of health and wellbeing.

6. Introduction to epidemiology: using information for health

Faculty of Public Health Facilitator TBC

Indicative content

- Introduction to epidemiology
- An overview of surveillance for communicable and non-communicable diseases
- Understand how health inequalities are identified and monitored
- Types, sources and levels of data
- Analysing data using qualitative and quantitative methods
- Presenting public health data to different audiences

Learning Outcomes

- Be confident in understanding and using the key epidemiological terms
- Understand surveillance methods for both communicable and non-communicable diseases
- Understand how health inequalities are identified and monitored
- Understand the different types, sources and levels of data
- Be able to discuss the differences and uses of qualitative and quantitative data
- Know how to present data to different audiences

Relevant UKPHR Standards (2)

- 2.1** Identify data and information requirements to deliver the public health function demonstrating use of epidemiological terms and concepts.
- 2.2** Manage data and information in compliance with policy and protocol, demonstrating awareness of data confidentiality and disclosure.
- 2.3** Obtain, verify and organise data and information, showing awareness of potential data anomalies.
- 2.4** Demonstrate how health inequalities are identified and monitored.
- 2.5** Interpret and present information using appropriate analytical methods for quantitative data.
- 2.6** Interpret and present information using appropriate analytical methods for qualitative data.

7. Using evidence to improve public health practice

Faculty of Public Health Facilitator TBC

Indicative content

- Evidence sources and the hierarchy of evidence
- Wider public health, understanding and using evidence from non-health partners
- Introduction to research skills
- Using evidence-based practice to plan and deliver the public health function
- Health economics, using resources effectively
- CASP Critical Appraisal skills
- Publishing your work

Learning Outcomes

- Understand the difference between types of evidence and the evidence hierarchy
- Recognise the value of different types of evidence (including from non-health partners)
- Understand the concept and application of evidence-based practice
- Research skills
- Recognise and use frameworks to ensure the effective use of resources
- Use critical appraisal frameworks

Relevant UKPHR Standards (3)

- 3.1** Access and appraise appropriate evidence of effectiveness for public health interventions or services.
- 3.2** Apply evidence to plan delivery of effective public health interventions or services.

8. Designing, delivering and evaluating public health interventions

Faculty of Public Health Facilitator TBC

Indicative content

- Project management skills for public health
- Understanding and involving the target audience
- Quality assurance and reporting methods
- Understanding programme risk, economic and political climates
- Working in a complex partnership environment
- Evaluation methods

Learning Outcomes

- Learn and apply a recognised project or programme management framework to deliver public health outcomes
- Understand the stakeholders and how to engage effectively with them
- Recognise programme risks and know how to use a risk matrix
- Understand the importance of evaluation
- Be able to evaluate effectively

Relevant UKPHR Standards (7)

- 7.1** Describe how you have planned a public health intervention to improve health and wellbeing, demonstrating terms and concepts used to promote health and wellbeing.
- 7.2** Demonstrate how the culture and experience of the target population may impact on their perceptions and expectations of health and wellbeing.
- 7.3** Show how the target population were involved in intervention planning or delivery and have been supported to make informed decisions about improving their health and wellbeing.
- 7.4** Evaluate a public health intervention, reporting on its effect and making suggestions for improvement.
- 7.5** Demonstrate project management skills in planning or implementing a public health intervention.
- 7.6** Demonstrate how quality assurance principles or policies are applied when planning or implementing a public health intervention.
- 7.7** Demonstrate how risk management principles or policies are applied when planning or implementing a public health intervention.

9. Working collaboratively to deliver the public health function in a changing political and economic climate

Faculty of Public Health Facilitator TBC

Indicative content

- The current UK picture for delivery of the public health function
- The collaborative advantage - how organisations, teams and individuals work together
- Working in a team, introduction to team theory
- Understanding the local environment, stakeholder analysis, powerbases and politics
- Developing your leadership skills and overseeing multidisciplinary projects

Learning Outcomes

- Understand the basic concepts and terms used in partnership working, leadership, management and team theory
- Recognise the opportunities and challenges of working collaboratively
- Understand your local environment, influencing and advocacy for public health
- Evaluate your own professional impact and identify areas for development

Relevant UKHPR Standards (6)

- 6.1** Show how organisations, teams and individuals work in partnership to deliver the public health function.
- 6.2** Demonstrate how you work collaboratively with other organisations to improve public health.
- 6.3** Reflect on your personal impact on relationships with people from other teams or organisations when working collaboratively.

10. Critical Appraisal

Matt Greensmith

Matt is a Speciality Registrar in Public Health. He has a range of experience in Public Health roles working in Substance Misuse services, Early Cancer Diagnosis Programmes in the Humber and Yorkshire Coast Cancer Network and as NHS England Programme Lead for the Yorkshire and Humber Diabetes Clinical Network.

Pippa Bird

Pippa is a Speciality Registrar in Public Health. She has a background in research and has previously worked at the University of Leeds and Bradford Institute for Health Research. She completed PhD at the University of York on child health inequalities. Pippa has a particular interest in 'real world' research and evaluation, and the use of evidence in public health decision making.

About the Workshop

You will learn how evidence fits into the policy cycle, what types of evidence are available, and how to critique a paper. The first half of the workshop will cover the common study types you will come across, alongside some of their strengths and limitations, and the conclusions you might reach when reading a paper. The second half of the workshop will be practical, where we will critique and discuss an example of a published paper.



Health Education England

11. Health Protection
Content to be announced