



PH101 Training Series

(Updated 7/16/2009)



Welcome to the PH101 Training Series Webpage!

We are pleased to share our PH 101 training series materials with you. In addition to tools and resources for the topics that we cover, we have also included our [facilitator's training guide](#) (Please link this to "Train the Trainer Facilitation Guide.doc"). We encourage the reproduction of these materials, but ask that you credit Alameda County Public Health Department (ACPHD) and individuals who developed the modules.

In 2007, Alameda County Public Health Department began developing PH 101 training series for all staff. ACPHD wanted to:

- Ensure that all staff have an understanding of the past, present and future of Public Health
- Prepare ACPHD staff to address ongoing challenges
- Ensure that ACPHD staff have common language and understanding of the issues Public Health is facing
- Engage all ACPHD staff in developing strategies to address health inequities
- Continue improving the quality of services provided to Alameda County residents

While these modules have been helpful in creating opportunities for dialogue and shared learning opportunities in the Alameda County Public Health Department, we encourage those reviewing our materials to adapt and tailor the curriculum to your needs and locality. This would include using your local data and situations to illustrate the ideas and concepts that fit into your curriculum. Additionally, we advise creating a diverse planning team to review our materials and modules.

Our training and facilitation approach draws on [Paolo Freire's theory of popular education](#) (Please link to blue box below). Therefore, these modules are interactive and the training sessions attempt to bring forth the life experiences of our staff participants for a more enriching learning experience. The training materials include our main talking points that can help guide discussions. Please note, however, each ACPHD PH101 training session has been unique in composition, with different trainers/facilitators and staff participants. It has been our experience that each training session is distinctively shaped by individuals with diverse life experiences and perspectives. This has meant that discussions vary from group to group.

One of our major recommendations for replication is that as you adapt our training materials; concurrent attention must be paid to building capacity and experience of trainers/facilitators. These trainers/facilitators will need experience and support in having challenging, sometimes difficult conversations about health and social equity, the isms, oppressions and the historical legacy and present day racism.

For an overview of the modules and some lessons learned, please see our PH 101 presentation: [Building a Public Health Workforce to Address Health Inequities and the Social Determinants of Health](#). (Please make this link to [building a public health workforce.pdf](#))

Quick Links to Modules:

- **Module I:** Public Health History, Public Health System, Core Functions and 10 Essential Services (*Please make this link to the “Module I Box below”*)
- **Module II:** Cultural Competency & Cultural Humility (*Please link this to the “Module II Box below”*)
- **Module III:** Undoing Racism (*Please make this link to the “Module III Box below”*)
- **Module IV:** Social & Health Equity (*Please make this link to the “Module IV Box below”*)
- **Module V:** Community Capacity Building (*Please make this link to the “Module V Box below”*)



PH101 Training Approach

Methodology

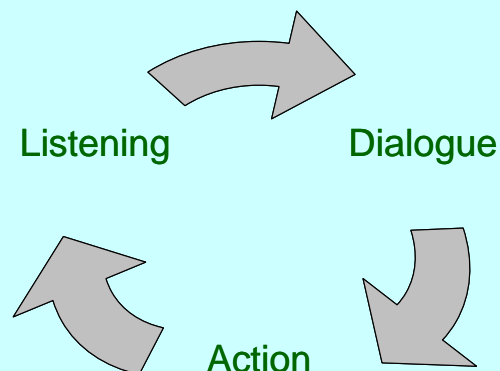
- Technology of Participation
- Freirian popular education pedagogy

Goal

- Create learning activities that foster a deep understanding of social determinants of health and build commitment to eliminate health inequities in our diverse population.

Popular Education

- In each module, we go through a cycle of listening or observing one or multiple triggers, dialogue, and then ending with some sort of action question.



Wallerstein, N., Sanchez, V., & Velarde, L. Freirian Praxis in Health Education and Community Organizing. In M. Minkler (Ed.), *Community Organizing and Community Building for Health* (2nd ed., pp. 219-236). New Brunswick: Rutgers University Press.

PH101 Modules

Module I:

- **Topics:** Public Health History & System, Core Functions & Ten Essential Services of Public Health
- **Time:** 3 hours
- **Activities:**
 - PowerPoint slides
 - Discussion
 - Core Functions/Ten Essential Services puzzle
- **Learning Objectives:**
 - Define public health and know major events in public health history
 - Describe 3 main organizational levels of the public health system
 - List the divisions of the ACPHD
 - Describe 3 core functions and 10 essential services of public health
 - Understand the connection between the 3 core functions and 10 essential services
- **Links to Module I Resources:**
 - Logistics
 - Presentation slides
 - Handouts
 - Instructions and tools for activities



Module II:

- **Topics:** Cultural Competency & Cultural Humility
- **Time:** 3 1/2 hours
- **Activities:**
 - PowerPoint slides
 - Partner, small, & large group activities & dialogues
 - Case studies of cultural conflict scenarios
- **Learning Objectives:**
 - Increase awareness and appreciation of the diversity in Alameda County's population
 - Increase awareness and appreciation of ACPHD staff's cultural diversity
 - Enhance our capacities and skills to work across different cultures and diverse groups
 - Increase understanding of cultural competence and cultural humility in public health practice
- **Links to Module II Resources:**
 - Logistics
 - Presentation slides
 - Instructions and tools for activities



Module III:

- **Topic:** Undoing Racism
- **Time:** 4 hours
- **Activities:**
 - Video clips from *Race: the Power of an Illusion* series
 - Facilitated partner, small, & large group dialogues
- **Learning Objectives:**
 - Identify the underlying social, economic, and political conditions that disproportionately privilege some groups while disadvantaging others.
 - Identify how institutional racism impacts Alameda County residents, especially in relation to health outcomes.
 - Create a safe environment where public health department staff can discuss concerns about and ideas for addressing institutional racism and its impact on staff, the health department, and the broader community.
 - Identify possible next steps to address institutional racism at the agency level.
- **Links to Module III Resources:**
 - Logistics/Link to Video
 - Information on purchasing *Race: The Power of an Illusion*, resources, discussion guides, and activities are here: www.pbs.org/race
 - Presentation Slides
 - Handouts
 - Instructions and tools for activities



Module IV:

- **Topics:** Social & Health Equity
- **Time:** 3 1/2 hours
- **Activities:**
 - Interactive game
 - PowerPoint slides & film clips on social and health inequities
 - Partner, small, & large group dialogue
 - “Bobby” (young boy with asthma) Frieran group exercise and discussion
- **Learning Objectives:**
 - Increase awareness of how historical and current policies link to social inequities, which link to health inequities
 - Learn how ACPHD is taking action and finding solutions
- **Links to Module IV Resources:**
 - Logistics/Links to Videos
 - Information on purchasing *Unnatural Causes: Is Inequality Making Us Sick*, free video clips, discussion guides, event listings, and activities are here: <http://www.unnaturalcauses.org/>
 - Two documentaries on segregation, *The Suburban Wall* and the *Invisible Wall* are available here: <http://www.briancopeland.com/media/>
 - Presentation slides
 - Handouts
 - Instructions and tools for activities



Module V: Community Capacity Building

*This module is currently being developed.
Please check back at a future date for Module V resources.*