Developing an Equity-Minded Public Health Workforce

October 25, 2023

Our mission

Healthier communities for all through equitable laws & policies.

Speakers

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Disclaimer

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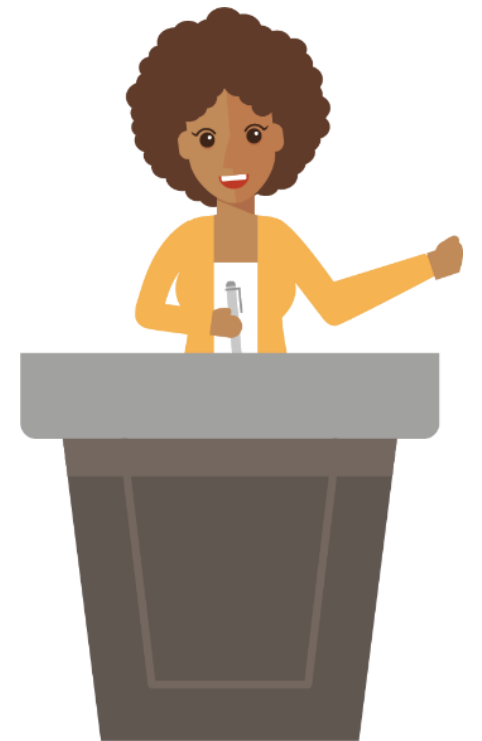
Funding acknowledgment

What will we talk about?

1. Context Setting: Building a more equity-minded public health workforce

2. What Are We Doing?
   - Preparing public health graduates
   - Addressing structural racism
   - Combatting misinformation

3. Moderated Discussion

4. Audience Q&A

Identifying **needs and opportunities** within health departments

Law is a critical determinant of health; yet most public health practitioners do not receive any formal public health law training.
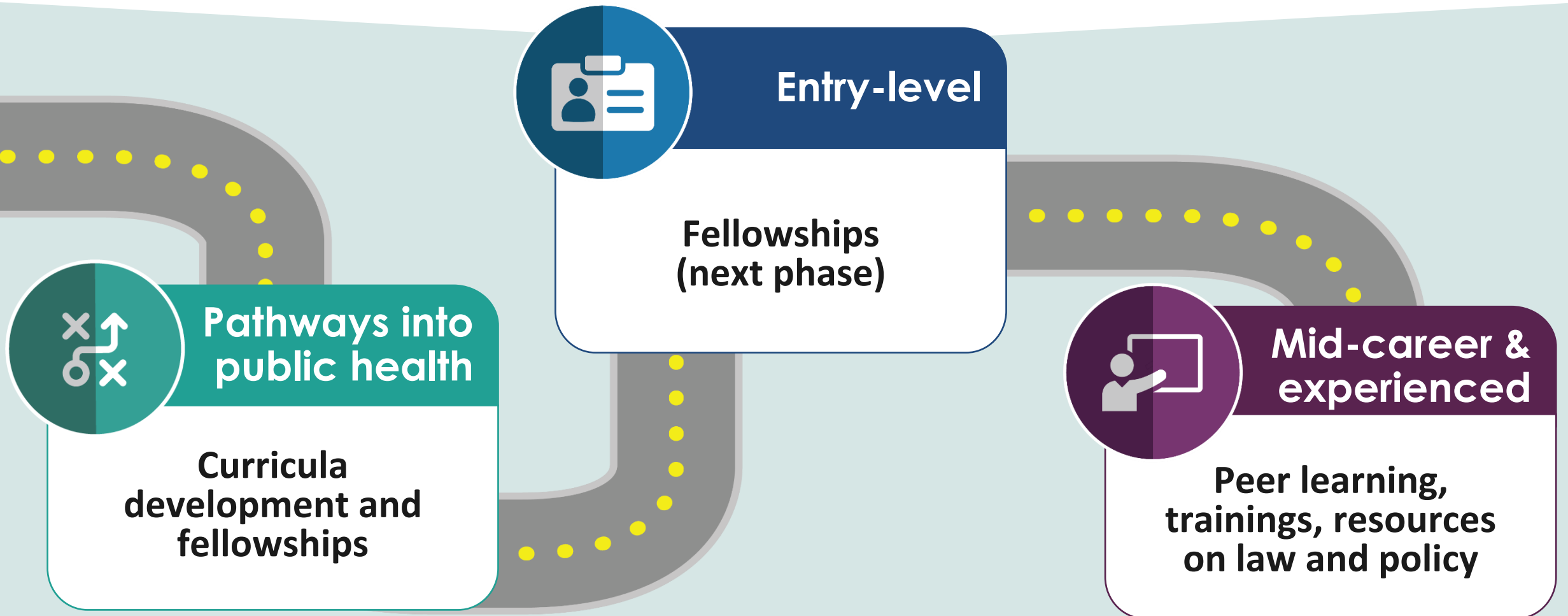
Many public health practitioners are committed to working on health equity, but don't know where to start or how to navigate structural, legal, or political barriers.

Health departments fall across a continuum of readiness; need for customizable resources.

Supporting practitioners across their entire career

Entry-level

Fellowships
(next phase)

Pathways into public health

Curricula development and fellowships

Mid-career & experienced

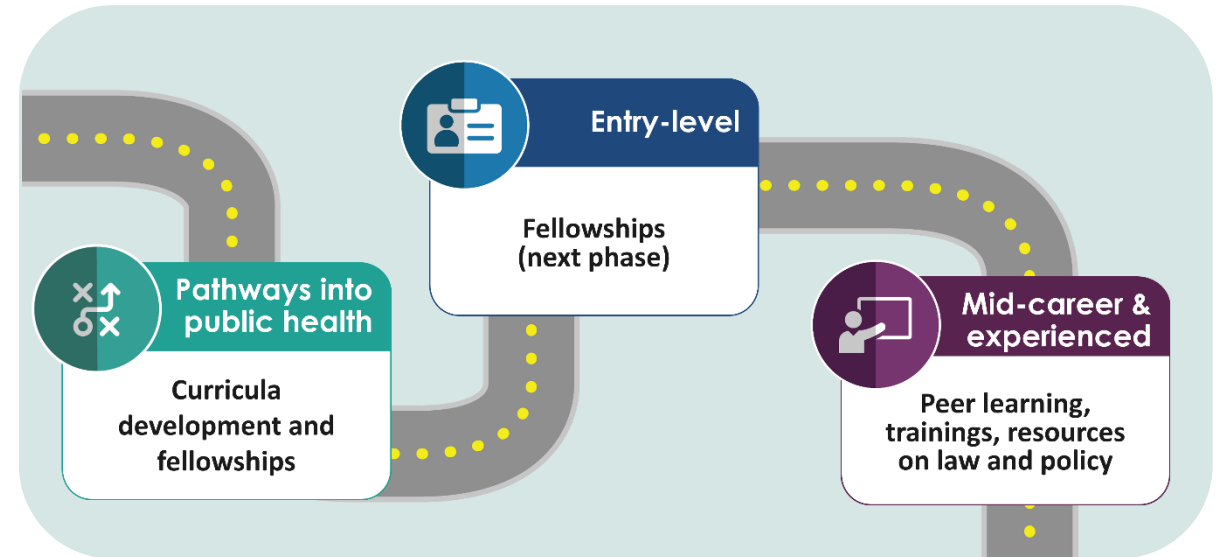Peer learning, trainings, resources on law and policy

What are we doing?

1. Strengthening **educational pathways** through:

Embedding public health law curricula into schools and programs of public health

What are we doing?

2. Creating **on-the-ground training** and job opportunities:

Public Health Law Fellowship
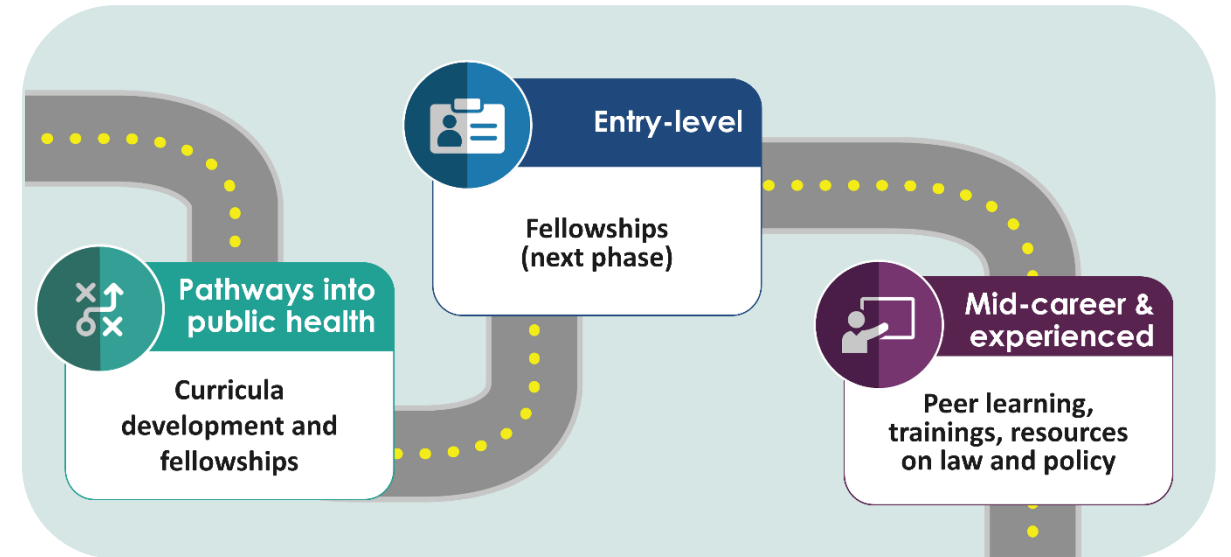
What are we doing?

3. Building **workforce capacity** through:

- Peer learning cohorts and TA
- Legal research and analysis
- Resource development
- Online learning modules

Entry-level
Fellowships (next phase)

Pathways into public health
Curricula development and fellowships

Mid-career & experienced
Peer learning, trainings, resources on law and policy

3

What are we doing?

Entry-level

Fellowships
(next phase)

Pathways into
public health

Curricula
development and
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Mid-career &
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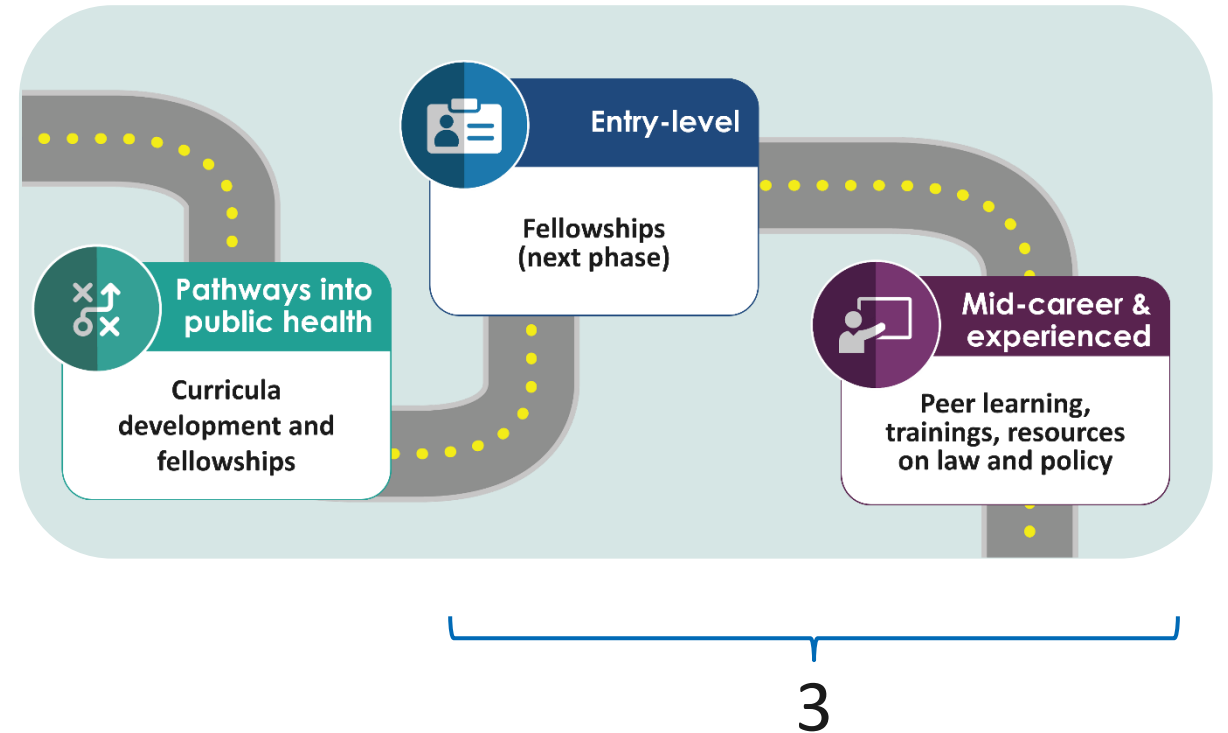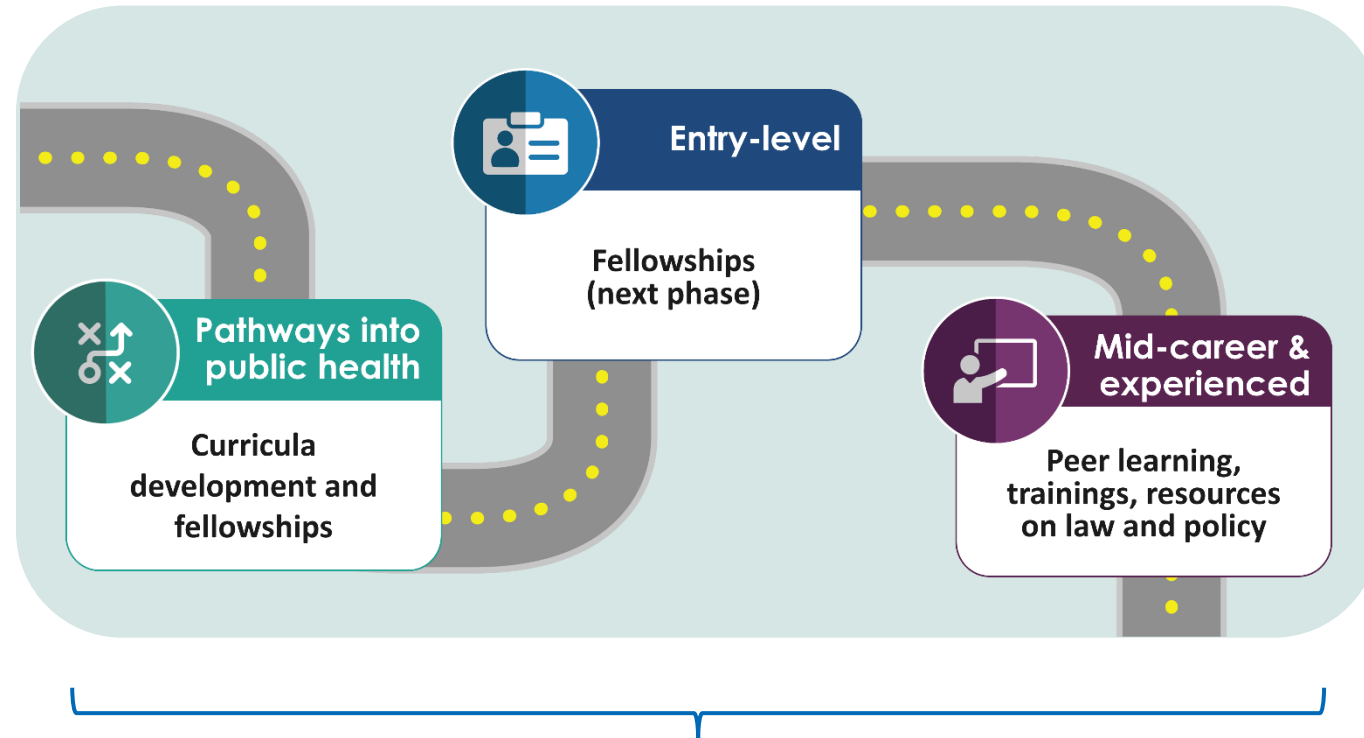
Public Health Law Academy
www.publichealthlawacademy.org

Future Public Health Practitioners

Opportunities in Public Health Law

Project Team

The work that is represented in this presentation has been made possible by:

- CDC Public Health Law Program

- Public health faculty, administrators, and practitioners who participated in key informant interviews, serve on project steering committee, and contributed to curricula design.

- ChangeLab Solutions project team: Nessia Berner-Wong, Chassidy Hanley, Chelsea Wu, Holly Magdziarz, Hollie Storie, Jessica Nguyen, Kathryn Robinson, Rebecca Johnson, Sara Bartel, and Tyra Satchell

Roadmap

1 **Why** PHL for *future* public health practitioners?

2 **How did** we gather this information?

3 **What** did we learn?

4 **How** do we standardize PHL education & training?

Methods for assessing academic landscape

- 190 accredited graduate schools and programs of public health (SPPH)

- Assessed data for themes and trends

- Crosswalked CEPH, CDC PHL, and other competency models

- Conducted key informant interviews w/ 8 MPH faculty and administrators

What we learned

PHL concepts only discussed broadly, and not required for graduation

PHL course development dependent on faculty expertise and available resources

Accreditation requirements may be a challenge and opportunity

Increased interest in public health education

MPH program curriculum & courses

Of 190 accredited SPPH:

- **~36%** (68) have a course that **teaches PHL concepts** at least at a broad level.

- **17%** (33) have a course **dedicated to PHL topics.**

- **Only 13** have a course that addresses public health law topics that is **required for graduation.**

What we learned

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Increased interest in public health education

Faculty expertise & budget constraints

- Law is most often taught in the context of ethics, legal powers/ application of the law, and advocacy/policy

- Lack of consistency in how, or if, public health law is integrated into MPH courses and program curriculum

- Majority of accredited schools don't have a JD faculty on staff

- Course offerings that address public health law concepts are largely dependent on program size

What we learned

PHL concepts only discussed broadly, and not required for graduation

PHL course development dependent on faculty expertise and available resources

Accreditation requirements may be a challenge and opportunity

Increased interest in public health education

Accreditation challenges & opportunities

- CEPH accreditation requirements strongly influence MPH curriculum

- Difficult to develop or change non-elective classes

What we learned

- PHL concepts only discussed broadly, and not required for graduation

- PHL course development dependent on faculty expertise and available resources

- Accreditation requirements may be a challenge and opportunity

- **Increased interest in public health education**

Increased interest in public health education

- Relevancy as a driver for course offerings

- All faculty named public health law as an important knowledge area for every MPH student

Equity Considerations

- Acknowledge & take action to **undo the historical legacy of structural racism** in higher education

- Capacity to expand training in PHL **dependent on institutional resources**

- Consider and support the **diversity of educational pathways**

How do we create change?

- **Alignment:** Build support and align priorities across stakeholders, organizations, and fields

- **Access:** Increase access to public health law training for students

- **Capacity:** Increase the capacity of schools, programs, and faculty to teach public health law

- **Educational diversity:** Increase access to public health law training for non-MPH students

How can you tap in?

- **Everyone:** Check out the PHLA for short video and training opportunities in core PHL concepts

- **Faculty & administrators:** Pilot! Reach out to learn more about opportunities to test out PHL teaching modules

- **Students:** Talk to your faculty and program administrators about the importance of PHL

- **PH community:** connect with local schools and programs about the need for training in the connections between PH and the law.

Public Health Law Academy

- Free, online, on demand trainings on public health law

- Trainings cover intro to PHL, administrative law & health equity, hot topics, & legal epidemiology

- Includes an option to receive a free certificate

- Materials for instructors

GOOD GOVERNANCE

Public Health Law Academy

Advance your skills & competencies in public health with our free trainings

There is hardly a public health challenge today that can be resolved without the assistance of legal or policy solutions. Public health professionals at local, state, and federal levels need to have a clear understanding of our legal system and its role in improving overall population health.

The Public Health Law Academy (PHL Academy), supported by the Centers for Disease Control and Prevention (CDC), provides a deeper understanding of the use of law and policy to improve population health outcomes. Developed in cooperation with ChangeLab Solutions, the free and easy-to-use online trainings offered by the PHL Academy are essential for all public health professionals.

The online trainings can also be used by other professionals, such as public health lawyers, public health nurses, public health educators, public health advocates, and public health faculty and students in graduate and undergraduate university programs.

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This website was supported by Cooperative Agreements Number NU38OT000307 and NU38OT000141 awarded to ChangeLab Solutions and funded by the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the US Department of Health and Human Services.

Learn more at publichealthlawacademy.org

Public Health Law Pilot Program

- MPH and undergraduate public health programs

- Designed for both JD/non-JD faculty

- Appropriate for introductory public health courses, public health policy courses, and/or introduction to epidemiology courses

- Six individual modules:
  1. Public health law introduction
  2. Sources of public health authority
  3. Limits on government power and preemption
  4. Limits on government power and individual rights
  5. Balancing government power with individual rights
  6. Legal epidemiology
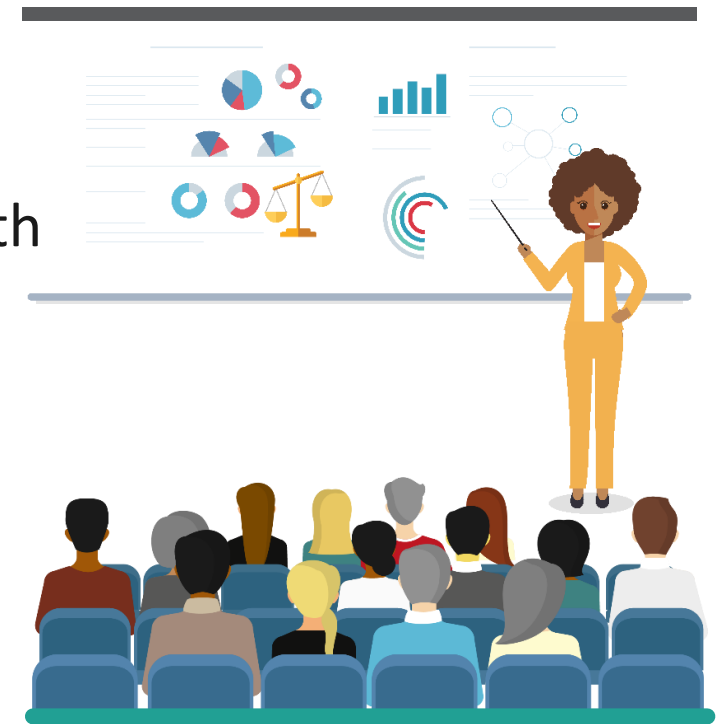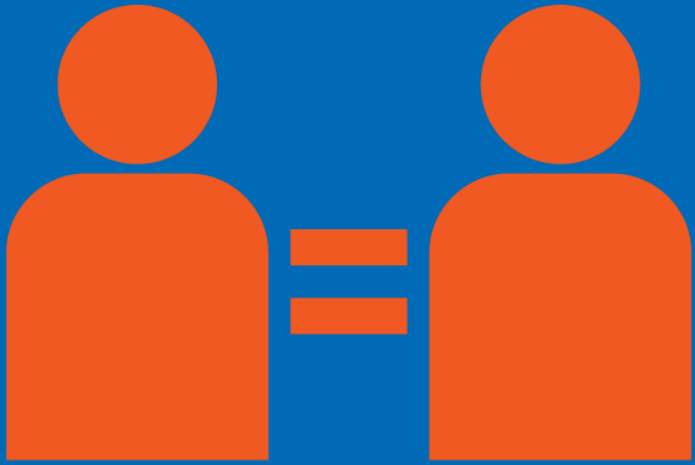
Challenge

- Present-day gaps in health and prosperity are rooted in historical injustice and systemic inequality

- Health disparities are deeply entrenched and growing, particularly among BIPOC and low-income communities

Project Objective

- Develop and equip public health departments and leaders with the legal tools, resources, and trainings to address structural racism in the context of public health

Project Goals

- Ensure that public health practitioners have historical and contemporary perspectives on racism – that they can identify the thread between the historical and the contemporary – and associated health inequities

- Identify and lift up strategies that allow for this historical understanding and perspective to inform work in public health settings

Project Approach

- Literature review and desktop legal research

- Establish an Expert Review Work Group (ERWG)

- Regularly engage our CDC partners and the ERWG with our research findings and draft materials

- Produce draft content for a three-part Learning Series

- Produce accompanying tools and resources for the Learning Series modules

- Pilot draft content and materials in the field and refine as appropriate

Learning Series Modules

- Module 1: Racism: Defining its History and Existence

- Module 2: Exploration of Racism as a Built System

- Module 3: We Can Act to Dismantle Racism

Preliminary Insights

- **Application of Adult Learning Theory**

  - **Reflection and active engagement** in the learning process

  - **Clarity** around the goals and purpose of the learnings

  - **Varied learning experiences** that simulate the complexities of real life

  - Incorporation of the **lived experiences and knowledge** of learners

Preliminary Insights

• **Exploration of Anti-Racism Pedagogy**

Ongoing dialogue + reflective*

Structural power analysis*

Socio-political education*

Systems for evaluation + monitoring*

Systems change theory*
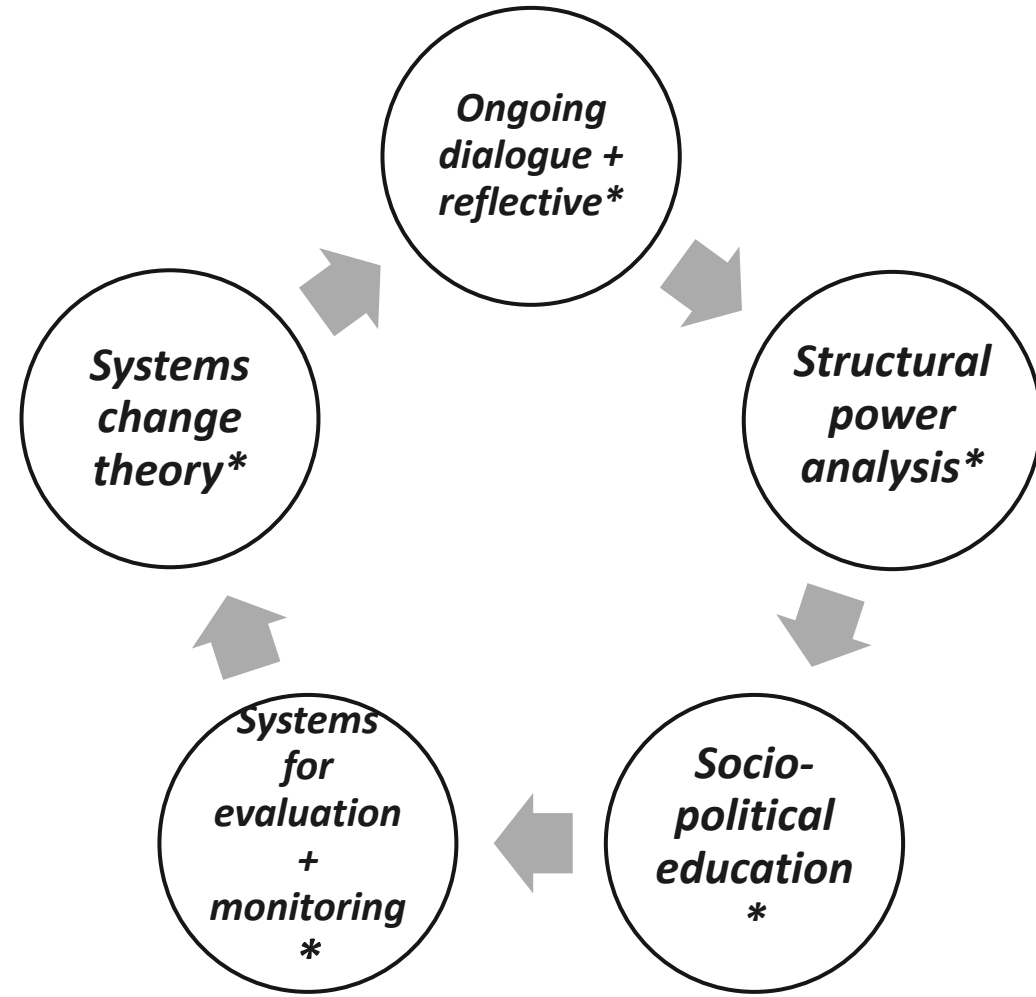
*Source: Came H, Griffith D. Tackling racism as a "wicked" public health problem: Enabling allies in anti-racism praxis. Soc Sci Med. 2018;199:181.

"Even with increasing anti-racist public health scholarship, **relatively little pedagogical guidance exists to help public health education faculty teach about structural racism** or empower future generations of public health professionals to address it."

Looking Ahead

- **Observations**

- **Challenges**

- **Opportunities**

> **"** *Health misinformation is a serious threat to public health. It can* **cause confusion, sow mistrust, harm people's health,** *and* **undermine public health efforts.** *Limiting the spread of health misinformation is a moral and civic imperative that will require a whole-of-society effort."*

\- Vivek H. Murthy, M.D., M.B.A.
   Surgeon General of the United States

CONFRONTING HEALTH MISINFORMATION

The U.S. Surgeon General's Advisory on Building a Healthy Information Environment

2021

Health Departments

- Expressed need for **legal strategies** to deal with misinformation as part of **building relationships with community**

- During scoping, we identified primarily **programmatic responses**.

THE 10 ESSENTIAL PUBLIC HEALTH SERVICES

To protect and promote the health of all people in all communities

Assessment

Assess and monitor population health

Investigate, diagnose, and address health hazards and root causes

Policy Development

Communicate effectively to inform and educate

Strengthen, support, and mobilize communities and partnerships

Create, champion, and implement policies, plans, and laws

Utilize legal and regulatory actions

Enable equitable access

Assurance

Build a diverse and skilled workforce

Improve and innovate through evaluation, research, and quality improvement

Build and maintain a strong organizational infrastructure for public health

Equity

SOCIAL DETERMINANTS AND SOCIAL NEEDS: MOVING BEYOND MIDSTREAM

STRATEGIES

COMMUNITY IMPACT

TACTICS

Improve Community Conditions

upstream

Laws, policies, and regulations that create community conditions supporting health for all people.

INDIVIDUAL IMPACT

Include patient screening questions about social factors like housing and food access; use data to inform care and provide referrals.

Addressing Individuals' Social Needs

midstream

Social workers, community health workers, and/or community-based organizations providing direct support/assistance to meet patients social needs

Law and Policy Strategies

COMBATING MISINFORMATION

Making Accurate Information Available & Debunking Misinformation

Law & Policy Solutions

- Traditional approach
  - Grant funds and specify messages

- Modern public health law
  - Building trust between public health and the community
    - Openness, fairness, and transparency in governance
    - Community engagement
    - Centering equity

Holding Accountable Those Who Spread Misinformation

Traditional Approaches

- Professional licensing regulation

- Liability for (social) media companies or individuals

Modern Public Health Law

- Addressing structural determinants

- Applied to social media as an example:
  - Procedural safeguards
  - Increasing internet user privacy rights
  - Using antitrust to limit large data companies

Interdisciplinary and Cross-Sector Approaches

Education

- Important SDoH

- Critical thinking and literacy

- Embedded health education

Journalism

- Improving quality journalism

- Establishing policy priorities and funding

- Making accurate information available, and debunking misinformation

Social Media

- Social media cooperating with research efforts

Conclusion | UN-SILOING

Moderated Discussion

ChangeLabSolutions

Audience Q&A

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Thank you!

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