



Public Health Learning Modules

Using **Healthy People 2020**
to Improve Population Health

Instructor Manual

Jennifer Ibrahim, PhD, MPH and Jessica Boyer, MSW-MPH
Temple University
Philadelphia, PA

Table of Contents

Introduction	2
Overview of Learning Modules.....	2
Target Audience	3
Goal and Objectives	3
Organization of Learning Modules.....	4
Contents of each Learning Module	5

Introduction

The importance of policy and law in public health practice has been emphasized in three major Institute of Medicine reports since 1988. Laws and policies can shape the organization, powers, prerogatives, duties and limitations of public health agencies, and thereby their performance and impact on public health. Laws and policies can also be used to modify risky behaviors by individuals, businesses or organizations. A vast majority of the “Ten great achievements in public health in the 20th century” were made through policy interventions such as seat belt and helmet laws, drunk driving laws, occupational health regulations, and clean indoor air laws. To more effectively engage policy and law in the protection of population health and prevention of morbidity and mortality, more emphasis should be placed on the use of policy as a public health tool during the education of public health practitioners. Using *Healthy People 2020* as a framework, these educational modules present policy approaches to advancing public health.

Healthy People 2020: An Overview

Healthy People 2020 provides science-based, 10-year national objectives for improving the health of all Americans. *Healthy People 2020* strives to:

- Identify nationwide health improvement priorities;
- Increase public awareness and understanding of the determinants of health, disease, and disability and the opportunities for progress;
- Provide measurable objectives and goals that are applicable at the national, state, and local levels;
- Engage multiple sectors to take actions to strengthen policies and improve practices that are driven by the best available evidence and knowledge;
- Identify critical research, evaluation, and data collection needs.

For three decades, the Healthy People initiative has established benchmarks and monitored progress over time in order to encourage collaborations across communities and sectors; empower individuals toward making informed health decisions; and measure the impact of prevention activities.

Overview of Learning Modules

Public Health Learning Modules includes eighteen separate modules that can be used individually to supplement an existing course or combined to create a stand-alone course for the education of undergraduate, graduate and/or professional learners. The modules can be adapted to the specific audience selecting exercises and learner assessments to engage the learner at the appropriate level. The modules have been prepared and recorded by faculty and public health practitioners from various disciplines and backgrounds, including public health, medicine, law, sociology, and nursing. By approaching health topics from different perspectives, learners are provided a well-rounded view of practice in public health and a look at possible career trajectories. The modules are not intended to be an exhaustive review of the topic, but rather a first look at selected means

by which researchers and practitioners are working to improve population health. The intent of the modules is to stimulate thought among the learners to consider new ways to work towards accomplishing the *Healthy People 2020* objectives.

Target Audience

The material presented in the videos and PowerPoint® slides are appropriate for undergraduate students, graduate students, and continuing education learners in practice. The modules contain components which can be used to customize the educational experience to specific audiences. For example, in an undergraduate context, the slides and videos can deliver the content, followed by learner assessments based on the accompanying quiz questions. In a graduate level context, the discussion questions could be used after the videos to engage the audience in meaningful analysis and synthesis of the materials across different topic areas and even various disciplinary perspectives. Finally, for learners seeking continuing education, the case studies may be particularly relevant to see how other individuals and agencies are addressing a public health problem – this could translate to diffusion of that approach or spark other innovations. All levels of learning can be supported through a customized approach to the use of the learning modules.

Goal and Objectives

The overarching goal of the learning modules is to understand *Healthy People 2020* and the various ways in which to use policy and program interventions to advance the goals and objectives of the initiative. While the modules only touch on 17 different topic areas, the lessons learned can be translated to other areas addressed in *Healthy People 2020*. The hope is that learners will be motivated to spend more time exploring *Healthy People 2020*, including the areas that are most relevant to their work. By learning more about *Healthy People 2020*, learners can engage *Healthy People 2020* in their work as a way to facilitate planning or to guide research initiatives and interventions.

Learning Objectives

After completing the set of learning modules, participants will be able to:

- Describe the *Healthy People* initiative and its significance in practice and evaluation.
- Identify leading health indicators and priority areas within *Healthy People 2020*.
- Analyze current progress towards *Healthy People 2020* goals in specific areas, as well as opportunities for future efforts in research and practice.
- Contrast various approaches to advancing population health, including laws, policies, and population level interventions.
- Evaluate progress towards addressing social disparities in the context of *Healthy People 2020*, including socioeconomic status, race/ethnicity and other disparities.
- Propose additional ways in which to address key and emerging issues that impact population health.

Organization of Learning Modules

While the modules can be used individually, they are presented below in a sequence that builds on core concepts allows learners to see common themes and approaches across topic areas. By providing an introduction to *Healthy People 2020* and introducing fundamental concepts such as social determinants of health and legal infrastructure, learners can continue to think of how these core concepts can be integrated into subsequent topic areas.

Module	Presenter	Module Title
1	Jennifer Ibrahim, PhD, MPH Jessica Boyer, MSW-MPH Carter Blakey Rebecca Hines, MHS	Advancing Healthy People 2020: Learning and Practice
2	Scott Burris, JD	The Legal Infrastructure of Public Health
3	Carolyn C. Cannuscio, ScD	Social Determinants of Health: A Lens for Public Health
4	Tamar Klaiman, PhD, MPH	Emergencies: Prevention, Preparedness, Response and Recovery
5	Robert Simmons, DrPH, MPH, MCHES, CPH	Tobacco Use: Prevention, Cessation, and Policy
6	Martha C. Romney, JD, RN, MS, MPH	Substance Use: Addressing Addiction and Emerging Issues
7	Jonathan B. Singer, PhD, LCSW	Mental Health: Children and Adolescents
8	Walter Tsou, MD, MPH	Access to Health Services: Multiple Perspectives
9	Susan E. Coffin, MD, MPH	Healthcare-Associated Infections Across the Spectrum of Care
10	Anne G. Lynn, MPH National Nursing Centers Consortium	Health Information Technology: Using Data to Inform Practice
11	Allison Karpyn, PhD The Food Trust	Food: Obesity, Access, and Ongoing Issues
12	Allison E. Curry, PhD, MPH	Injury Prevention: Targeting Teen Driving
13	Maternity Care Coalition	Using Policy and Best Practices in Maternal, Infant, and Child Health: Maternity Care Coalition
14	Mazzoni Center	Using Best Practices to Provide Health Services to the LGBT Population: The Mazzoni Center

15	Hugh Silk, MD, MPH, FAAFP; Julia Lange Kessler, CM, DNP, FACNM; Erin Hartnett, DNP, APRN-BC, CPNP; Mark Wolff, DDS, PhD; Denise Rizzolo, PA-C, PhD	Oral Health Across the Lifespan
16	Jennifer Ibrahim, PhD, MPH	Public Health Infrastructure in the United States: An Integrated System
17	Carol Ann Gross-Davis, PhD, MS	Environmental Health: Issues and Impact
18	Jennifer Ibrahim, PhD, MPH Jessica Boyer, MSW, MPH	Bringing it All Together: Healthy People 2020 in the Classroom and Beyond

Contents of each Learning Module

All of the learning modules follow the same basic organization and structure while the content and materials are unique to the particular topic area. The video within each module is divided into 15-20 minute segments to allow learners to select certain sections to view or to go back and reference a specific section of the presentation more efficiently. The PowerPoint® slides are divided to correspond to the video segments. By including the video and the PowerPoint® slides separately, learners can review and learn in a fashion that works best for them. The modules also contain a selection of required and suggested readings to allow learners to be prepared prior to engaging in the presentation as well as to conduct follow up and additional investigation. Similarly, the modules also include supplemental learning materials, such as links to datasets, organizations, and other online learning materials that may be useful. There are also discussion questions and activities for instructors to use in a class-room setting. In order to assess the level of understanding and material retention, the modules include a range of assessment questions including multiple choice, true/false, short answer, and essay questions. If the modules are being used for a course, the instructor can select assessment materials according to the learning level of the audience.

Lecture Material

The learning modules project engaged a wide range of faculty, researchers and practitioners with expertise not only in a particular public health topic discussed in *Healthy People 2020*, but also general experience in research and/or practice. Learners are far more engaged in learning when the presenter can “bring the issue to life” by addressing current and emerging issues in research and practice, rather than teaching solely from textbooks or previous knowledge. The lecture materials are intended to be informative and stimulate debate and discussion. Learners can engage the materials at the appropriate learning levels; it is also possible to revisit the materials over the course of time and “take away” different messages.

Suggested Readings

Within each module, there is a list of readings to help the learner prepare for the module prior to viewing the video. The readings may help further illustrate the concepts described in the module. Course readings may include peer-reviewed articles, briefings, reports, newspaper articles, public testimony, and other forms of engagement in policy development and evaluation.

Supplemental Learning Resources

In addition to the materials directly addressed in the module, there are links to additional materials for learners who are particularly interested in the topic. The supplemental learning resources may include videos, webs links, or connections to active working groups or committees.

Class Activities

The in-class activities may include group small group discussions, brief debates, role-playing, vignettes, case studies, and other innovative approaches. The main emphasis of the activities is to engage learners in critically thinking about the issue with supervision from the instructor or feedback from the video. In some instances, the lecture video may be paused to facilitate the completion of a class activity.

Learner Assessments

Each module contains unique learner assessments that vary with each module. Depending on the educational level of the learner audience, assessments may include multiple choice or fill-in-the-blank questions, short-answer responses, or more thought-provoking essay questions to engage critical thinking for graduate and professional learning audiences. Answer guides are provided for instructors.