

Master of Public Health Applied Practice Experience

by

Cheyenne Brunkow

MPH Candidate

submitted in partial fulfillment of the requirements for the degree

MASTER OF PUBLIC HEALTH

Graduate Committee:

Dr. Ellyn Mulcahy, Ph.D., MPH

Dr. Elaine Johannes, Ph.D.

Dr. Nancy Muturi, Ph.D.

Applied Practical Experience Site:

Flint Hills Wellness Coalition

February 2021 – March 2022

Applied Practical Experience Preceptor:

Debbie Nuss and Vickie James

KANSAS STATE UNIVERSITY

Manhattan, Kansas

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Chapter 1 - Portfolio Products

Health in All Policies (HiAP) is an intersectoral program with goals of improving health determinants, reducing inequities, generating interventions, and designing policies with health in mind. Local governments influence health and health equity through city planning, and local policy may influence regional policy via vertical diffusion. Success depends on the community, and no program is one size fits all. This project focused on Manhattan and Riley County through the Flint Hills Wellness Coalition. The scope of the work is to train decision-makers in Manhattan and Riley County on HiAP. A two-hour "train the trainer" session was held on April 20th, 2021, to train volunteers in the community to lead sessions with decision-makers. Decision-makers include school boards, city and county commissioners, local advisory boards, and others.

Trainings took place March - December 2021, starting with an initial session, and groups were invited to attend a follow-up session. We were able to conduct ten HiAP presentations: Food and Farm Council on March 15th and April 9th, 2021, with 19 attendees; Waste Community Action Team on April 9th, 2021, with eight attendees; Food Insecurity Community Action Team on April 12th, 2021, with 14 attendees; Intergovernmental Meeting on April 26th, 2021; Education Community Action Team on April 28th, 2021, with 12 attendees; USD 383 Cabinet on September 13th, 2021 with six attendees; Pawnee Mental Health Services Leadership on October 18th, 2021 with 12 attendees; Riley County Council of Social Service Agencies on November 10th, 2021 with 20 attendees; and the League of Women Voters of Manhattan and Riley County on December 2nd, 2021 with 16 attendees. Co-coordinator Debbie Nuss also met with the city manager to discuss Health in All Policies.

Products include an initial training brochure, a follow-up brochure, a training presentation, and a poster presentation.

Table 1.1 Summary of Portfolio Products

Portfolio Product		Description
1	Training brochure	The training brochure invites volunteers to become a HiAP trainer. It states the responsibilities of the trainers, as well as the date, time, and location of the training.

2	Follow-up brochure	The follow-up brochure was sent to agencies that we presented HiAP to. It invites the agencies to attend a follow-up training session that is specialized for their agency.
3	HiAP training PowerPoint	The PowerPoint was a template provided by Debbie Nuss and modified to fit the specific values of Riley County Council of Social Service Agencies
4	Poster	The poster was presented at KPHA and the Graduate Research Forum to audiences from both health and non-health sectors

Table 1.2 Portfolio Products and Competency Addressed

Portfolio Product		Number and Competency Addressed	
1	Training brochure	19	Communicate audience-appropriate public health content, both in writing and through oral presentation
2	Follow-up brochure	19	Communicate audience-appropriate public health content, both in writing and through oral presentation
3	HiAP training PowerPoint	2, 9, 19, 22	Interpret results of data analysis for public health research, policy or practice ; Design a population-based policy, program, project or intervention; Communicate audience-appropriate public health content, both in writing and through oral presentation; Apply systems thinking tools to a public health issue
4	Poster	2, 9, 15, 19	Interpret results of data analysis for public health research, policy or practice; Design a population-based policy, program, project or intervention; Evaluate policies for their impact on public health and health equity; Communicate audience-appropriate public health content, both in writing and through oral presentation

Chapter 2 - Competencies

Table 2.1 Summary of MPH Foundational Competencies

Number and Competency		Description
2	Interpret results of data analysis for public health research, policy or practice	Use the 2020 Community Needs Assessment to move forward in the Health in All Policies project
9	Design a population-based policy, program, project or intervention	Implement Health in All Policies in Riley County, Kansas
15	Evaluate policies for their impact on public health and health equity	Provide local decision makers with trainings on how to include health in their decisions
19	Communicate audience-appropriate public health content, both in writing and through oral presentation	Effectively communicate with officials and policymakers based on what their interests are
22	Apply systems thinking tools to a public health issue	Work with non-health sectors to improve health outcomes

Competency 2: Interpret results of data analysis for public health research, policy or practice

The FHWC conducted a Community Needs Assessment in 2015 and again in 2020. While this was done before the project started, we were able to use this data to apply Health in All Policies in a way that would fit the community needs of the City of Manhattan and Riley County. Focusing on the 2020 Community Needs Assessment, paper and hard-copy surveys were sent out to randomly selected members of Manhattan and Riley County. The survey received 1,229 usable responses.

The survey concluded that Riley County is healthier than the average Kansas population overall. However, there are still areas where Riley County falls short. Residents reported food insecurity, low access to grocery stores, and neutral about healthcare access. The top health needs were affordable health services, insurance, and prescriptions. Social issues included poverty, mental health, and inattentive driving. Using this data, we were able to try to target and include local groups that pertain to these health outcomes and mention them in Health in All Policies presentation to groups who may not be aware of these issues.

Competency 9: Design a population-based policy, program, project or intervention

The whole scope of the project was to initiate Health in All Policies in Manhattan and Riley County. While the overall health of Riley County is slightly higher than the rest of Kansas, there is always room for improvement. We recognize that health outcomes can be the result of

local community decisions, so training policymakers on how to recognize how they may affect health outcomes can prevent adverse health outcomes at the source. By being in contact with local groups, meeting with them, and communicating health effects, I now have a much better idea of how to implement a health program in a community and succeed. A good foundation has been laid for Health in All Policies in Riley County, and I hope to see the next two years of the project play out successfully.

Competency 15: Evaluate policies for their impact on public health and health equity

The Health Impact Checklist is a tool created by KHI to help guide users in connecting changes in policy with potential health impacts. Being knowledgeable with the Health Impact Checklist, we can help groups see how their policies impact health in their community. The Health Impact Checklist has users check boxes on how their proposed policy will impact economic stability, neighborhood and physical environment, education, community and social context, and health/health care. Sometimes policies affect health outcomes in unexpected ways, and the Health Impact Checklist can help eliminate those adverse outcomes.

Competency 19: Communicate audience-appropriate public health content, both in writing and through oral presentation

While participating in this project, one of my biggest takeaways was communicating effectively with local policymakers and health officials. Being able to recognize their priorities and address the concept of Health in All Policies to fit into their area of focus was an essential tool in the effectiveness of getting their interest. The first few presentations were ones that I observed, and then I was able to present Health in All Policies myself to the Riley County Council of Social Service Agencies. This advisory board establishes and recommends a framework to aid the city government in providing funds to social service agencies. Social services encompass a variety of health factors such as education, health care, emergency services, and transportation, so Health in All Policies can be applied to almost everything they do. I attended their monthly meeting on November 10th, 2021, and gave a Health in All Policies presentation. Before presenting, doing research on the group and their goals gave me insight into how to modify the presentation to align with their goals. While most of their work is health-oriented, they were able to see how implementing Health in All Policies could elevate their scope of work.

Competency 22: Apply systems thinking tools to a public health issue

Because health is often affected by factors than more than just nutrition, physical activity, and healthcare, it is vital to work with non-health sectors in a way in which both parties can contribute effectively. Non-health sectors may make a decision that could negatively impact health outcomes, not necessarily out of ill-intent, but out of not realizing how health would be affected. In participating in this project, I have learned how to identify health outcomes that may be influenced by outside factors and work with other non-health sectors to create a solution to the problem.

Table 2.2 MPH Foundational Competencies Course Mapping

22 Public Health Foundational Competencies Course Mapping	MPH 701	MPH 720	MPH 754	MPH 802	MPH 818
Evidence-based Approaches to Public Health					
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	x		x		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	x	x	x		
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	x	x	x		
4. Interpret results of data analysis for public health research, policy or practice	x		x		
Public Health and Health Care Systems					
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings		x			
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels					x
Planning and Management to Promote Health					
7. Assess population needs, assets and capacities that affect communities' health		x		x	
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs					x
9. Design a population-based policy, program, project or intervention			x		
10. Explain basic principles and tools of budget and resource management		x	x		
11. Select methods to evaluate public health programs	x	x	x		
Policy in Public Health					
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence		x	x	x	

13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes		x		x	x
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations		x			x
15. Evaluate policies for their impact on public health and health equity		x		x	
Leadership					
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making		x			x
17. Apply negotiation and mediation skills to address organizational or community challenges		x			
Communication					
18. Select communication strategies for different audiences and sectors	DMP 815, FNDH 880 or KIN 796				
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	DMP 815, FNDH 880 or KIN 796				
20. Describe the importance of cultural competence in communicating public health content		x			x
Interprofessional Practice					
21. Perform effectively on interprofessional teams		x			x
Systems Thinking					
22. Apply systems thinking tools to a public health issue			x	x	

Table 2.3 Application of Systems Thinking Tools to a Public Health Issue

Report on the use of the Systems Thinking Tool(s) you selected at the beginning of your APE in the table below. Describe why you selected this tool for your APE, how you were able to apply this tool, or how it could be applied to a specific situation or public health issue encountered during your APE. Please include an appropriate diagram for the tool where appropriate, for example a causal loop diagram (CLD) if you applied the CLD tool.

Use of Systems Thinking Tools

Systems Thinking Tool	Description of Use
System Foundation	Show examples of how a new policy or decision can cascade and affect health outcomes
Social Ecological Framework	Identify how decisions affect health by explaining changes in behavior in reaction to new policies