

**Core Public Health Practitioner Workforce Development Training Programme,  
Yorkshire and the Humber 2025**

<b>Development Training Session</b>	<b>Facilitator</b>	<b>Date/Time</b>	<b>Location</b>
1. Systems Leadership	Debbie Sorkin	Tues 1st, Apr. 2025, 13:30-16:30	Online session
2. Introduction to public health: the context and climate of practice (2) – (Workshop 1)	Faculty of Public Health facilitator	Mon 28 <sup>th</sup> Apr. 2025, 13:30-16:30	Online session
3. Coaching Skills	Dr Susy Stirling	Tues 6 <sup>th</sup> May 2025, 13:30-16:30	Online session
4. Professional skills for public health, ethical practice and communication (2) – (Workshop 2)	Faculty of Public Health facilitator	Mon 12 <sup>th</sup> May 2025, 13:30-16:30	Online session
5. Introduction to public health: the context and climate of practice (1)	Faculty of Public Health facilitator	Mon 19 <sup>th</sup> May 2025, 13:30-16:30	Online session
6. Professional skills for public health, ethical practice and communication (1)	Faculty of Public Health facilitator	Mon 2 <sup>nd</sup> Jun. 2025, 13:30-16:30	Online session
7. Introduction to epidemiology: using information for health (2) – (Workshop 3)	Faculty of Public Health facilitator	Mon 9 <sup>th</sup> Jun. 2025, 13:30-16:30	Online session
8. Introduction to epidemiology: using information for health (1)	Faculty of Public Health facilitator	Mon 23 <sup>rd</sup> Jun. 2025, 13:30-16:30	Online session
9. Working collaboratively to deliver the public health function in a changing political and economic climate (2) – (Workshop 6)	Faculty of Public Health facilitator	Mon 30 <sup>th</sup> Jun.2025, 13:30-16:30	Online session
10. Evidence based practice to reduce health inequalities (1)	Faculty of Public Health facilitator	Mon 7 <sup>th</sup> Jul. 2025, 13:30-16:30	Online session
11. Designing, delivering, and evaluating public health interventions (1)	Faculty of Public Health facilitator	Mon 14 <sup>th</sup> Jul. 2025, 13:30-16:30	Online session

12. Designing, delivering, and evaluating public health interventions (2) – (Workshop 5)	Faculty of Public Health facilitator	Mon 21 <sup>st</sup> Jul. 2025, 13:30-16:30	Online session
13. Working collaboratively to deliver the public health function in a changing political and economic climate (1)	Faculty of Public Health facilitator	Mon 8 <sup>th</sup> Sept. 2025, 13:30-16:30	Online session
14. Personal Wellbeing	Dr Martin Billington & Dr Jaimee Wylam	Mon 22 <sup>nd</sup> Sept 2025, 13:30-16:30	Online session
15. Evidence based practice to reduce health inequalities (2) – (Workshop 4)	Faculty of Public Health facilitator	Mon 6 <sup>th</sup> Oct. 2025, 13:30-16:30	Online session
16. Tackling inequalities; wider determinants of health	Imogen Bidwell or Carys Williams	Mon 13 <sup>th</sup> Oct. 2025, 13:30-16:30	Online session
17. Critical Appraisal	Connie Hobbs & Rebecca Bestwick	Mon 27 <sup>th</sup> Oct. 2025, 13:30-16:30.	Online session
18. Health Protection	Health Protection Team	Mon 10 <sup>th</sup> Nov. 2025, 13:30-15:45	Online session

## Session 1. Systems Leadership

### Debbie Sorkin

Debbie Sorkin is National Director of Systems Leadership at the Leadership Centre. Debbie works across public services, including with public health practitioners across the country, to show how systems leadership approaches can help people grappling with complex and wicked issues. Working with local authorities, central government departments, the NHS, national bodies and charities, the voluntary sector, and Integrated Care Systems.

### About the session

This session aims to help you find practical ways to navigate through complexity and uncertainty – Systems Leadership is designed to help you lead when you're not in charge, or you when don't have positional power, levers to pull, or a large budget to wield. It can help you get your messages across and influence other people, especially when you're working in hierarchies or strongly political environments, trying to bring traditional silos together, or working across sectors.

It aims to equip you with new ways of looking at what you're facing now or will be likely to face; to give you tools and techniques for working in complex, messy environments that you can use straight away; and to provide a space for you to have honest conversations and think about the future.

This will be a practical and interactive session, with plenty of time for questions and small-group discussion in more detail.

In preparation for the session there will be some pre-reading to undertake.

### Learning Outcomes

- Understanding complexity: what it means, how to identify it and what to expect.
- Increased knowledge and understanding of systems leadership ideas and approaches.
- Better knowledge and understanding of systems leadership tools and techniques to apply in different situations.
- Greater confidence in ability to operate in complexity.

## **Session 2 & 5. Introduction to public health: the context and climate of practice**

### **Faculty of Public Health Facilitator**

#### **Indicative content**

- A brief history of public health and the main organisations in the UK
- 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

#### **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.

## **Session 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.

## **Session 4 & 6. Professional skills for public health: ethical practice and communication**

### **Faculty of Public Health Facilitator**

#### **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

#### **Learning Outcomes**

- Understand the contribution of the media and how to maximise its benefits.
- 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.
- 1.3** Act in ways that promote equality and diversity.
- 1.4** Act in ways that value people as individuals.
- 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.

## **Session 7 & 8. Introduction to epidemiology: using information for health**

### **Faculty of Public Health Facilitator**

#### **Indicative content**

- An introduction to epidemiology
- An overview of surveillance for communicable and non-communicable diseases
- Identifying and monitoring health inequalities
- Types, sources and levels of data
- Analysing and interpreting 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.

## **Session 9 & 13. Working collaboratively to deliver the public health function in a changing political and economic climate**

### **Faculty of Public Health Facilitator**

#### **Indicative content**

- How organisations, teams and individuals work together – the collaborative advantage
- Working in a team, an introduction to team theory
- Understanding the local environment, stakeholder analysis, powerbases and politics
- Working in a complex partnership environment
- 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.



## **Session 10 & 15. Evidence based practice to reduce health inequalities**

### **Faculty of Public Health Facilitator**

#### **Indicative content**

- Evidence sources and the hierarchy of evidence
- Wider public health, understanding and using evidence from non-health partners
- An introduction to research skills
- Using evidence-based practice to plan and deliver public health outcomes
- An introduction to health economics and the effective use of resources
- 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
- An introduction to 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.

## **Session 11 & 12. Designing, delivering and evaluating public health interventions**

### **Faculty of Public Health Facilitator**

#### **Indicative content**

- Project and programme management skills for public health
- Understanding and involving stakeholders – including the target audience
- Programme risk, economic and political climates
- Quality assurance and reporting methods
- Evaluation of public health projects and programmes

#### **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.

## **Session 14. Personal Wellbeing**

### **Dr Jaimee Wylam**

Jaimee Wylam is a public health registrar who lives and works in Yorkshire. Jaimee qualified as a doctor in 2013 and prior to embarking on training in Public Health gained experience working in psychiatry. She undertook a leadership fellowship within the Future Leaders Programme, during which she developed and implemented regional initiatives relating to staff wellbeing. She is passionate about promoting wellbeing in the workplace.

### **Dr Martin Billington**

Martin Billington qualified as a doctor in 1993 and has worked as GP since 2001. He has special interests in mental health, substance misuse and medical education. Working for over 25 years in the NHS, he has seen first-hand the impact of a challenging work environment and how this can negatively affect our wellbeing. He has subsequently developed an interest in how professionals can learn new skills and approaches to enhance their working lives.

### **About the session**

This session aims to help you to consider your personal wellbeing and how this interacts with your work life. Looking after ourselves allows us to have the ability to look after and support others and our communities. This session will explore the challenges we face when working in public health, how this can affect us and practical ways we can support our wellbeing. The session will be interactive and allow time and space for reflection.

### **Learning Outcomes**

- Appreciate the challenges faced by those working in public health.
- Understand how stress manifests in ourselves and others.
- Knowledge of practical tools to support wellbeing.

## **Session 16. Tackling inequalities; wider determinants of health**

### **Immy Bidwell**

A Public Health Registrar in YH. Immy has come to PH via working in psychiatry and mental health education. She has a particular interest in Serious Mental Illness (SMI) inequalities and has experience in delivering workshops to challenge and reflect on personal and institutional biases when working with this population.

Immy trained in Medicine in Dundee and has worked in the West of Scotland and London before moving to Yorkshire and Humber. Her experiences of delivering medical care in both rural and inner-city contexts have fuelled her interest in developing a career in public health.

### **Carys Williams**

A Public Health Registrar in YH, Carys has over 10 years' experience working in PH in Local Government on areas such as Health Protection, PH Emergency Preparedness, Resilience and Response (EPRR), wider determinants of health, and in Doncaster's Health Determinants Research Collaboration (HDRC).

Carys completed the UKPHR Yorkshire and the Humber scheme and is now registered with the UKPHR. Continues to support the Yorkshire and the Humber scheme.

### **About the session**

This session aims to explore health inequalities and identify techniques to effectively reduce inequalities.

### **Learning Outcomes**

- Explore together what health inequalities are and discuss why we think they are important.
- Identify how social and commercial determinants contribute to health and wellbeing of individuals and communities.
- Reflect on how unconscious bias and biased systems can impact health outcomes from the personal to the professional.
- Explore how to challenge and change health inequity within our own roles and departments.

## **Session 17. Critical Appraisal**

### **Connie Hobbs**

Connie is a Public Health registrar with a background of Medicine and General Practice. She is currently working in Rotherham Council on projects including mental health, falls prevention, and the Health and Wellbeing Strategy.

### **Rebecca Bestwick**

Rebecca is a Public Health registrar, currently working at Barnsley Council. Her background is in Medicine and Health Economics research.

### **About the session**

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.

### **Learning Outcomes**

- Understand how to define questions and find evidence.
- Understand key study types, their features and how they are used.
- Understand how to critically appraise a paper, including validity and applicability to the local setting.
- Know where to access further resources to support critical appraisal.

## **Session 18. Health Protection**

### **Health Protection Team**

#### **About the session**

You will be provided with an overview of health protection, including the system-wide partnership working that is in place to deliver health protection within the context of controlling outbreaks of communicable diseases. The second half of the workshop you will explore as a group a specific example of an outbreak and how this was investigated and managed.

#### **Learning outcomes**

- Understand of the steps involved in outbreak/incident investigation and management, including the limitations of available powers and debrief and using lessons to improve future working.
- Describe the main stakeholders and agencies at a local, national and international level involved in health protection and their roles and responsibilities, including in emergency preparedness.
- Understand the role and value of disease surveillance and epidemiology in the detection of outbreaks and how they inform management and control measures.