

**Public Health Practitioner Programme, Yorkshire and the Humber  
CPD and Masterclass Offer 2019**

CPD/Masterclass Title	Facilitator	Date/Time	Location
1. The Leadership 'Toolkit'	Professor Laura Stroud	Tuesday 12 <sup>th</sup> Feb 2019, 10.00-12.00	<b>HAS TAKEN PLACE</b>
2. Coaching Skills	Dr Susy Stirling	Monday 11 <sup>th</sup> March 2019, 09.30-13.00	<b>HAS TAKEN PLACE</b>
3. Health Protection	Dr Suzi Coles	Weds 17 <sup>th</sup> April 2019, 10.00-15.30	Public Health England, Blenheim House, Leeds
4. Critical Appraisal	Dr Sarah Exall	Weds 15 <sup>th</sup> May 2019 09.30-11.30	6.080, Level 6, Worsley Building, University of Leeds
5. Introduction to PH: the context and climate of practice	Faculty of Public Health facilitator	Thursday 13 <sup>th</sup> June 2019, 09.30-12.30	6.080, Level 6, Worsley Building, University of Leeds
6. Epidemiology, identifying needs and Health intelligence <b>(WAITING LIST ONLY)</b>	Faculty of Public Health facilitator	Weds 17 <sup>th</sup> July 2019, 13.30-16.30	6.080, Level 6, Worsley Building, University of Leeds
7. Accessing, appraising and applying the evidence base <b>(WAITING LIST ONLY)</b>	Faculty of Public Health facilitator	Weds 11 <sup>th</sup> Sept 2019, 09.30-12.30	TBC, Level 11, Worsley Building, University of Leeds
8. Developing and evaluating interventions, programmes and services collaboratively and in partnerships <b>(WAITING LIST ONLY)</b>	Faculty of Public Health facilitator	Weds 16 <sup>th</sup> Oct 2019, 13.30-16.30	TBC, Worsley Building, University of Leeds
9. Public Health ethics and values and how they inform a public health approach <b>(WAITING LIST ONLY)</b>	Faculty of Public Health facilitator	Weds 13 <sup>th</sup> Nov 2019, 13.30-16.30	TBC, Level 11, Worsley Building, University of Leeds
10. Understanding risk, and ways of communicating risks to health to different stakeholders <b>(WAITING LIST ONLY)</b>	Faculty of Public Health facilitator	Weds 11 <sup>th</sup> Dec 2019, 09.30-12.30	TBC, Level 11, Worsley Building, University of Leeds

## 1. The Leadership 'Toolkit'

### Professor Laura Stroud

Laura Stroud is the Director of the Leeds Institute of Health Sciences, School of Medicine, University of Leeds. She is the Professor of Public Health and Education Innovation and the Associate Dean for Student Education for the School of Medicine.

Laura is a Fellow of the Faculty of Public Health by Distinction and is an accredited Educational Supervisor for Specialist Registrars in Public Health for the Yorkshire and Humber Deanery. She has significant experience of teaching on public health and leadership and is delighted to working with the practitioner programme.

### About the Workshop

This interactive workshop will combine an introduction to a leadership 'toolkit' with group work to help participants to put ideas into practice, drawing on examples from Laura's experience as an educator and leader.

## 2. Coaching Skills

### Dr Susy Stirling

Susy trained in Public Health in the south west of England, East Midlands, and Yorkshire and Humber regions. She has been Training Programme Director for the Y&H School of Public Health since 2010. She 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.

### About the Workshop

#### Specific objectives

- To understand the qualities of an effective coach and how it can add value to professional relationships
- 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.



### 3. Health Protection

#### Dr Suzi Coles

Suzi has a background in medicine and joined the Public Health training scheme in 2006. She undertook her first consultant role in Bradford in 2014. In 2015 she joined PHE as a Consultant in Communicable Disease Control covering the Bradford area. She leads on training and viral hepatitis for the health protection team.

#### About the Workshop

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 communicable diseases and non-communicable environmental hazards. The second half of the workshop we will explore in more detail a number of recent Vaccine Preventable Disease outbreaks and how these were detected and characterised. Finally you will work in groups using the knowledge acquired to exercise a response to an outbreak case study.

### 4. Critical Appraisal

#### Dr Sarah Exall

Sarah graduated in Medicine from Liverpool Medical School, before discovering Public Health during her hospital rotations. She has worked in London and Yorkshire during Public Health training, and is currently an Acting Consultant in Public Health working in Bradford Council. Sarah enjoys using evidence to inform policy, and is passionate about reducing health inequalities.

#### About the Workshop

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.

### 5. Introduction to PH: the context and climate of practice

#### Faculty of Public Health Facilitator TBC

#### Learning Outcomes

Knowledge of the existing and emerging legal and ethical issues in own area of practice.

Knowledge of the main public health policies and strategies guiding public health practice.

A working understanding of the different roles of organisations and agencies contributing to public health outcomes, and how they work together.

An understanding of the importance of proactively addressing ethical issues in an appropriate way.

### 6. Epidemiology, identifying needs and Health intelligence

#### Faculty of Public Health Facilitator TBC

#### Learning Outcomes

An understanding of causes and patterns of ill-health, including the impact of socio-economic factors on health status of individuals and communities.

An understanding of how health inequalities are monitored and measured.

Knowledge of the importance of accurate and reliable data and what factors to consider to ensure that information and data is meaningful and appropriately used.  
Different ways of communicating data for different audiences.  
Knowledge of the main terms and concepts used in promoting health and wellbeing.

## **7. Accessing, appraising and applying the evidence base**

**Faculty of Public Health Facilitator TBC**

### **Learning Outcomes**

Knowledge of different types, sources and levels of evidence.  
How to access sources of evidence that relate to effective interventions.  
How to determine what is reliable evidence.  
How to apply evidence to programme planning, implementation and evaluation.

## **8. Developing and evaluating interventions, programmes and services collaboratively and in partnerships**

**Faculty of Public Health Facilitator TBC**

### **Learning Outcomes**

An understanding of the range and application of health promotion theories.  
Knowledge of the principles and stages of programme planning, implementation and evaluation.  
An understanding of the importance of engaging with partners through collaboration to meet needs effectively.

## **9. Public Health ethics and values and how they inform a public health approach**

**Faculty of Public Health Facilitator TBC**

### **Learning Outcomes**

A knowledge and understanding of public health ethics, and the role of values in deliberations on public health policy and practice.  
An awareness of the meaning and significance of professional codes of conduct/professional guidance.  
An appreciation of ethical concepts including justice and autonomy in relation to health inequalities and health promotion.

## **10. Understanding risk, and ways of communicating risks to health to different stakeholders**

**Faculty of Public Health Facilitator TBC**

### **Learning Outcomes**

The different approaches to the prevention of ill-health.  
How various health risks are communicated to the relevant groups and communities.  
How health messages are prepared so that they are meaningful, helpful and enabling to specific groups and communities.  
An understanding of the role of various media in the management of health risks.