DOMAIN 3 COMMUNITY ENGAGEMENT AND EDUCATION

Activity Guide

ACTIVITY 3.1

JOB TASK 3.1: FACILITATE COMMUNITY COLLABORATION TO ADDRESS PUBLIC HEALTH ISSUES

Building Community Collaboration

Format: Small-group scenario analysis and discussion

Purpose: Apply job task 3.1 by identifying strategies to collaborate with community members and partners to address public health issues.

Instructor Context

Community collaboration is essential in governmental public health. Health departments must work with community members and organizations to ensure programs reflect lived experiences and local priorities.

Instructions:

Participants will be divided into small groups of 3–4. Each group will receive a community health scenario and discuss how a governmental public health team could collaborate with community members and organizations to address the issue.

Student role: Students are part of a governmental public health team working with community members and organizations to address community health priorities.

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Scenarios

SCENARIO A

Scenario A: Rising Asthma Rates in a Neighborhood - A local health department has identified increasing asthma rates among children in a densely populated urban neighborhood. Community members have expressed concerns about housing conditions and air quality and are interested in collaborating to identify and implement solutions.

SCENARIO B

Scenario B: Low Participation in a Nutrition Program – A state health department offers a healthy food initiative for families with young children, but enrollment remains low. Community partners report that program information may not be clear or accessible to families.

SCENARIO C

Scenario C: Increasing Heat-Related Illnesses – A county health department observes increasing emergency department visits during summer heat waves. The affected group of residents includes older adults and outdoor workers.

Discussion Questions:

1. What community partners could the health department collaborate with?
2. What strategies would help build trust with community members?
3. How should community members be involved in identifying solutions?
4. What barriers might prevent collaboration?
5. How could collaboration improve program effectiveness?

Key Takeways



Community collaboration strengthens public health decision-making.

Partnerships reflect community priorities

Trust and shared decision-making are essential

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ACTIVITY 3.2

JOB TASK 3.2: INCORPORATE COMMUNITY FEEDBACK TO IMPROVE SERVICE DELIVERY AND PROGRAMMING

Listening to the Community

Format: Scenario-based discussion

Purpose: Apply job task 3.2 by identifying methods to gather and incorporate community feedback into governmental public health programs.

Instructor Context

Governmental public health programs are more effective when community input is incorporated into planning and implementation. Feedback helps ensure governmental public health programs and services are relevant, accessible, and responsive to community needs.

Instructions

Participants will work in pairs or small groups to review the scenario below and develop a strategy for gathering and incorporating community feedback.

Scenarios

A vaccination outreach campaign led by the health department has low uptake, and community members report they were not consulted and that messaging does not reflect their concerns.

Discussion Questions:

1. What methods could the health department use to gather community feedback?
2. How should feedback be incorporated into program planning?
3. What challenges might arise when incorporating community input?
4. How can the health department demonstrate that community feedback is valued?
5. How might community-informed programs improve outcomes?

Key Takeways



Feedback strengthens program design

Multiple methods can gather input

Community-informed programs are more effective

ACTIVITY 3.3

JOB TASK 3.3: BUILD AND MAINTAIN RESILIENT PARTNERSHIPS WITH COMMUNITY MEMBERS AND ORGANIZATIONS

Partnership Building in Public Health

Format: Group planning exercise

Purpose: Apply job task 3.3 by developing strategies to build and sustain community partnerships.

Instructor Context

Sustained partnerships require communication, shared goals, and trust. Governmental public health agencies rely on long-term relationships with community organizations.

Instructions:

Participants will form groups of 3–4 and develop a partnership strategy for a governmental public health initiative.

Scenarios

A county health department is planning a community-based initiative to increase awareness, screening, and prevention of diabetes and hypertension among residents at elevated risk.

Discussion Questions:

1. What types of organizations could be valuable partners in this initiative?
2. What strategies would help maintain long-term partnerships?
3. How should responsibilities be shared among partners?
4. What challenges may arise when maintaining partnerships?
5. How can trust be sustained over time?

Key Takeways



Partnerships require communication and transparency

Community organizations often have trusted relationships

Strong partnerships improve sustainability

ACTIVITY 3.4

JOB TASK 3.4: DEVELOP AND DISSEMINATE HEALTH INFORMATION INTO ACCESSIBLE MATERIALS

Plain Language and Accessible Communication

Format: Communication review activity

Purpose: Apply job task 3.4 by evaluating and improving public health materials for clarity and accessibility.

Instructor Context

Public health communication must be understandable and accessible to varied audiences. Materials should reflect literacy, language, and community context.

Instructions:

Participants will review a sample public health department communication (e.g., flyer, brochure, social media post) and evaluate its accessibility.

Student role: Students are part of a communication review team.

Students will:

- Evaluate clarity and accessibility
- Identify areas for improvement
- Revise the message to improve understanding

Discussion Questions:

1. Is the message written in plain language?
2. Are there terms or concepts that may be difficult for community members to understand?
3. Does the communication consider literacy levels and language access?
4. How could visuals or design improve accessibility?
5. How might improvements strengthen engagement?

Key Takeways



Communication should be understandable on the first read

Accessibility improves participation

Clear messaging builds trust

ACTIVITY 3.5

JOB TASK 3.5: PROVIDE RELEVANT EDUCATION IN VARIOUS SETTINGS TO POPULATIONS SERVED BY THE DEPARTMENT

Delivering Community Health Education

Format: Scenario-based planning exercise

Purpose: Apply job task 3.5 by designing health education strategies tailored to specific populations and settings.

Instructor Context

Health education is most effective when it reflects the needs, context, and preferences of the priority population and is delivered in accessible settings.

Instructions:

Participants will work in small groups to design a health education strategy.

Student role: Students are part of a governmental public health program team planning and delivering community health education.

Scenarios

SCENARIO **A** — **Fall prevention for older adults**

SCENARIO **B** — **Diabetes prevention for families**

SCENARIO **C** — **STI prevention for college students**

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Discussion Questions:

1. What information is most important for the priority population?
2. Where should education take place?
3. How should the information be delivered?
4. What contextual or language considerations are important?
5. How would effectiveness be evaluated?

Key Takeways



Education should reflect community context

Delivery setting matters

Community responsiveness improves impact

ACTIVITY 3.6

JOB TASK 3.6: EMPOWER COMMUNITY PARTNERS TO USE DATA TO ENGAGE DIVERSE POPULATIONS

Community Data in Action

Format: Data interpretation and discussion

Purpose: Apply job task 3.6 by using data to support community engagement and action.

Instructor Context

Public health data can help communities understand needs and advocate for resources. Professionals must support partners in interpreting and using data effectively.

Instructions

Participants will review a simplified public health dataset showing differences in health outcomes across neighborhoods.

Student role: Students are part of a public health team supporting community data use.

Discussion Questions

1. What patterns or disparities are visible?
2. How could community organizations use this information?
3. What types of data visualizations could improve understanding?
4. How can public health professionals support data use?
5. How might community-informed data interpretation improve programs?

Key Takeaways



Data can empower communities

Interpretation must be accessible

Community-informed data use strengthens programs

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Alignment with CEPH MPH Foundational Competencies

Domain 3 Job Task	Related CEPH MPH Foundational Competencies
3.1 Facilitate community collaboration to address public health issues	**Competency 13:** Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes. **Competency 17:** Apply negotiation and mediation skills to address organizational or community challenges.
3.2 Incorporate community feedback to improve service delivery and programming	**Competency 11:** Select methods to evaluate public health programs.
3.3 Build and maintain resilient partnerships with community members and organizations	**Competency 13:** Propose strategies to identify relevant communities and individuals and build coalitions and partnerships for influencing public health outcomes.
3.4 Develop and disseminate health information into accessible materials	**Competency 19:** Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.
3.5 Provide relevant education in various settings to populations served by the department	**Competency 7:** Assess population needs, assets, and capacities that affect communities' health. **Competency 9:** Design a population-based policy, program, project, or intervention. **Competency 18:** Select communication strategies for different audiences and sectors. **Competency 19:** Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.
3.6 Empower community partners to use data to engage diverse populations	*No direct CEPH MPH Foundational Competency alignment identified.*