# Land Acknowledgement

The University of Guelph resides on the treaty lands and territory of the Mississaugas of the Credit. We recognize this gathering place where we work and learn is home to many past, present, and future First Nations, Inuit, and Métis peoples. Our acknowledgement of the land is our declaration of our collective responsibility to this place and its peoples' histories, rights, and presence.

Overview

1. Getting to know you

2. Introduction to us

3. Project overview

4. Modernization of the core competencies

5. Overview of the public health communication competency framework

6. Connection to CIPHI Discipline Specific Competencies

7. Communication within environmental public health practice
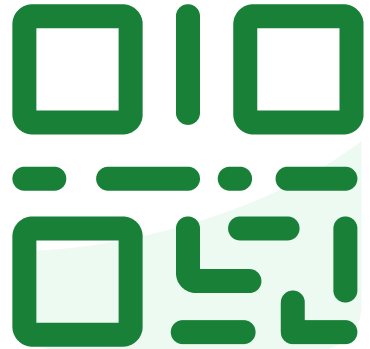
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Research Team

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In collaboration with Drs. Andrew Papadopoulos and Lauren Grant

UNIVERSITY of GUELPH

The Project Purpose

To build consensus on a modernized and strengthened set of **communication competencies for public health** in Canada.

This research is funded by a Canadian Institutes of Health Research Catalyst Grant (Chief Public Health Officer 2021 Report).

CIHR IRSC

Canadian Institutes of Health Research

Instituts de recherche en santé du Canada

Context for Competency Development

o Public health system transformation

o Challenges faced during the COVID-19 pandemic

o PHAC Core Competencies for Public Health are being renewed by the National Collaborating Centres for Public Health

o Novel competency frameworks for:
  - Public Health Communication
  - Public health leadership
  - Digital public health
  - Black health

Project Process & Progress

Step 1
Scoping Reviews & Environmental Scans

Step 2
Expert Consultation

Step 3
Health Communication Textbook Consultation

Step 4
Public Health Workforce Survey

Step 5
Key Informant Interviews

Step 6
First Delphi Survey

Step 7
Delphi Virtual Meeting

Step 8
Second Delphi Survey
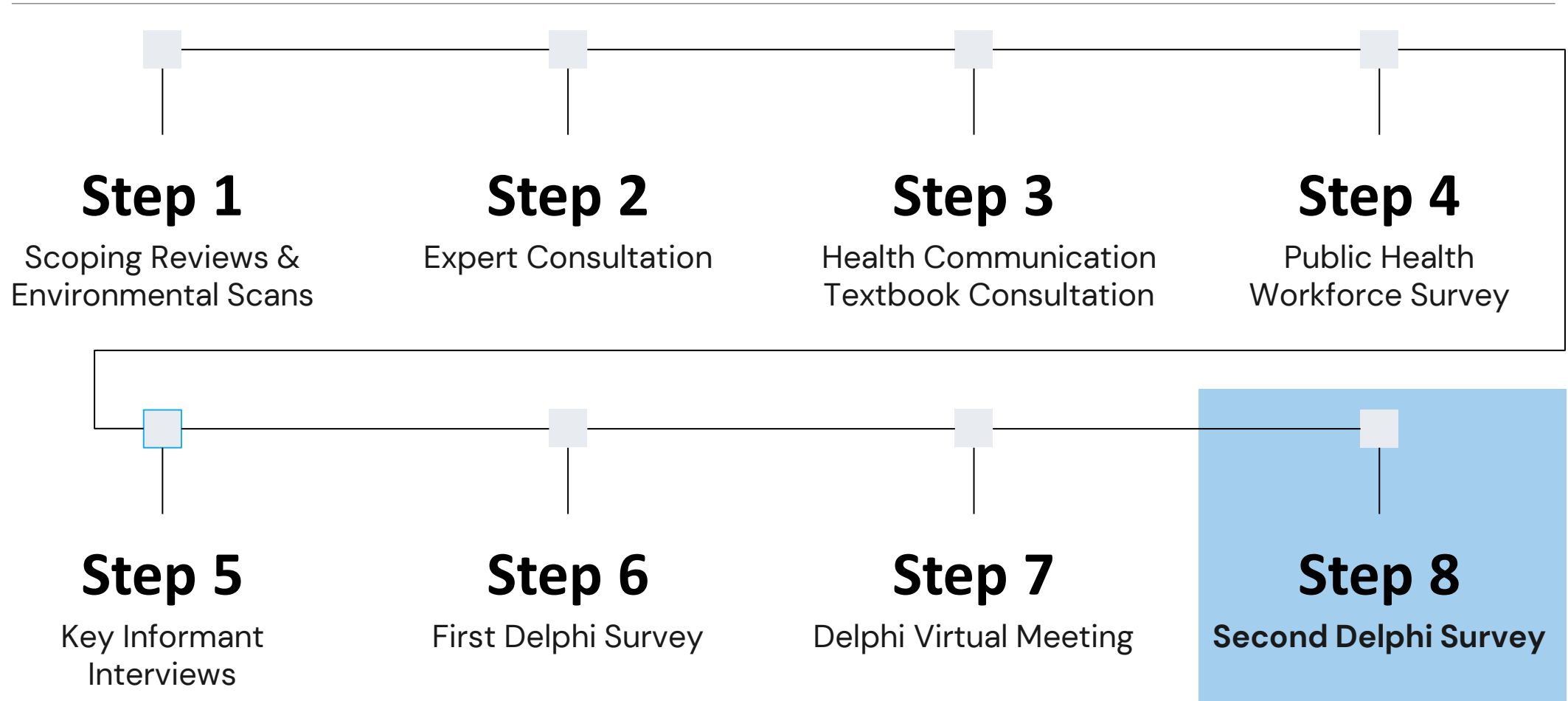
Changes from 2008 PHAC Core Competencies

o Values and attitudes lay the foundation for all other competencies

o Audience-centred approach

o Equity-driven

o Culturally responsive

o Use current and emerging technology

o Address mis- and disinformation

Public Health Communication Competency Framework

Foundations:

- Theories
- Perspectives
- Attitudes
- Approaches

How-To(s):

- Audiences
- Knowledge Synthesis
- Informing and Empowering
- Trustworthy Messages
- Communication Types
- Information Environments

Public Health Communication Competencies

Interventions:

- Planning Communication
- Evaluating Communication
- Informed by Culture and Language
- Barriers and Unintended Consequences

Outcomes:

- Influencing Government
- Fostering Collaboration
- Mobilizing Evidence
- Creating Range of Communication Materials

Using the Framework

o This framework serves as a companion document to other frameworks:

  ◦ PHAC Core Competencies

  ◦ CIPHI Competencies

o Provides additional areas of skill in communication for effective performance.
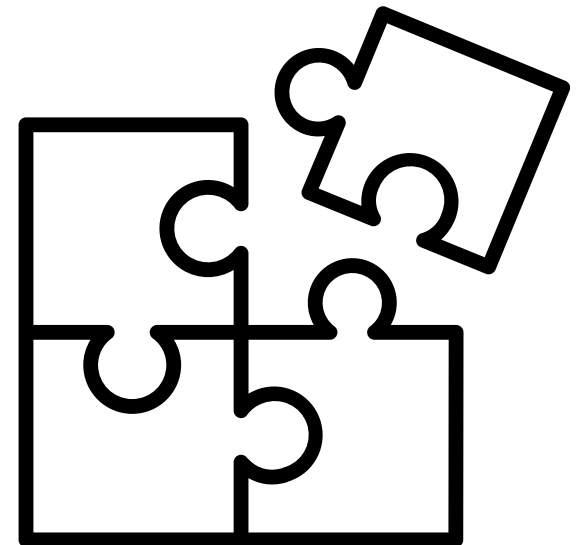
Synergies with CIPHI Competencies

SYNERGIES

- Communication on public health sciences

- Tailor communication based on the situation and audience needs

- Tailoring communication by ages, genders, cultures, and educational backgrounds

- Active listening

Contrasts with CIPHI Competencies

BUILDING UPON EXISTING COMPETENCIES

- Audience-centred communication

- Responding to a changing communication environment

- Foundational attitudes and approaches to communication

- Two-way communication and engagement

- Modern communication channels and types

Prioritizing professional competencies in environmental public health

o Communication ranked as the most important domain in a study of 500 EPH in Canada

o Communication plays a central role in EPH regardless of role or area of practice

o Communication needs differ with roles

Lauren E. Wallar, Scott A. McEwen, Jan M. Sargeant, Nicola J. Mercer, and Andrew Papadopoulos. 2018. Prioritizing professional competencies in environmental public health: A best–worst scaling experiment. Environmental Health Review. 61(2): 50-63. https://doi.org/10.5864/d2018-014

Exploring Case Studies

COMMUNICATION COMPETENCIES WITHIN ENVIRONMENTAL PUBLIC HEALTH ROLES IN CANADA

Food Safety Inspections

o Communicate with operators

o Complete inspection reports

o Communicate findings with diverse audiences

o Communication with diverse audiences about food-borne illness or outbreaks

o Respond to inquiries from the public

Use an **audience-centred approach** to develop and implement health communication initiatives, employing methods such as **active listening**, co-production, and community engagement.

Communicate in a culturally responsive way that is informed by the relationship between culture, ability, language, and health.

Mobilize evidence and expertise from diverse ways of knowing, including lived expertise, Indigenous ways of knowing, scientific evidence, and practical experience to inform policy, practice, and programs in public health.

Environmental Public Health Officers Working with First Nations Communities

- Develop relationships

- Collaboration with diverse audiences

- Identification and education about environmental risks

Ground health communication efforts in **public health sciences** and appropriate philosophical and critical perspectives including **justice, equity, ethical practice,** and population health lenses.

Use an **audience-centred approach** to develop and implement health communication initiatives, employing methods such as **active listening, co-production, and community engagement**.

Use appropriate approaches and tools to **develop trustworthy health messages through tailoring to diverse audiences,** providing balanced information**, being culturally responsible, and ensuring credible messengers**.

Communicate in a culturally responsive way that is informed by the **relationship between culture, ability, language, and health**.

Use communication to shape and influence government decisions, actions, and policies to improve public health outcomes.

What communication challenges have you faced in environmental health working with equity deserving populations?

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Interpreting the results of tests and exposures

o Develop rapport

o Understand and interpret results

o Communicate with diverse audiences

o Tailor information

o Use two-way communication

Foster attitudes (e.g., **empathy, respect**, solidarity, **compassion**, and reciprocity) and approaches (e.g., reflexivity and positionality) for fair, equitable, and **inclusive communication**.

Identify (e.g., audience segmentation, situational assessment) and **integrate factors (e.g., health literacy, culture**) that account for how different audiences find, understand, use, act on, and share health information.

Apply the necessary **knowledge synthesis and research skills** to develop evidence-informed, theory-based health communication initiatives.

Attend carefully to the barriers to and the **unintended consequences** of health communication, which may limit effectiveness and exacerbate harms and health inequities.

Climate Change Response and Leadership

o Applying for grants

o Understanding the evidence

o Applying tools from government

o Developing systems and applying data to climate

o Collaboration on communication campaigns

Apply the necessary **knowledge synthesis and research skills** to develop evidence-informed, theory-based health communication initiatives.

Identify and **use current and emerging technologies**, channels, and place-based settings to promote two-way communication, information sharing, and understanding.

Monitor (e.g., social listening) to understand and respond to (e.g., debunking, addressing mis/disinformation, two-way communication) the constantly changing information environment and how it impacts behaviour.

Plan evidence-based communication initiatives with **clear and measurable goals and objectives**, appropriate timing, **partnerships,** and resources, that meet community/population health defined needs.

Foster collaboration and partnership with communities and organizations through facilitation, deliberative processes, sharing power and resources, and inclusion of diverse knowledge.

Public and Environmental Health and Safety Professionals

o Use communication best practices

o Synthesize evidence

o Develop presentations

o Communicate with diverse audiences

o Use two-way communication

o Evaluate trainings

Apply theories, frameworks, tools, guidelines, and **best practices** from across related disciplines (e.g., communication, psychology, sociology, marketing, etc.) to develop health communication initiatives.

Design health communication initiatives that **inform** and empower individuals and communities to **understand, act,** and share health information that builds resilience, efficacy, and shared values.

Design and implement iterative (assess and reassess) **evaluation of communication initiatives** to improve public health efficacy and share lessons learned with partners.

Use writing, **storytelling**, **public speaking**, visualization, and design to create a range of materials (policy brief, news article, blog, **presentation**, story) that reflect diverse audience values and needs.

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What communication challenges have you faced in providing consultation and training to diverse audiences?

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Supporting Workforce Transformation

o Implementation will require professional development

o An environmental scan and content analysis indicated limited opportunities for professional development in health communication

o 85% of surveyed public health professionals reported that existing opportunities are inadequate
  ◦ Nearly 30% had no previous communication training

Conclusion

o Framework of 18 statements will be available in coming months

o How it might be used:
  ◦ Workforce transformation
  ◦ Self-assessment
  ◦ Education and professional development
  ◦ Organizational team building

Thank you

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