

## Applicant Details Host Site

<b>First Name</b>	<b>Program Name</b>	<b>Email Address</b>
Lori	PHAP	lmalinski@oak-park.us
<b>Last Name</b>	<b>Cohort Year</b>	<b>Office Phone Number</b>
Malinski	2024	708-358-5484
<b>Application Type</b>	<b>Applicant Number</b>	<b>Address</b>
Host Site	APP-002862	123 Madison Oak Park, Illinois 60302 United States
<b>Account Name</b>		
Oak Park Department of Public Health - Illinois		

## Applicant Responses

### Part 1: Assignment Details - Position Assignment Description

**Please describe in detail your need for a Public Health Associate. (Please remember that Associates are NOT students, interns, or fellows. Associates should not participate in the conduct of research at their host site.)**

After responding to the COVID epidemic, the Oak Park Public Health Department (OPPHD) is rebuilding and expanding. We are a small Local Health Department that, for many years, focused on serving the population by providing basic services, with a focus on environmental health and public health nursing. Now, under new leadership, OPPHD is building on the number and variety of public health programs offered by the OPPHD within the community. In 2022, OPPHD completed the Illinois Project for Local Assessment of Needs (IPLAN), a community health needs assessment, as part of Illinois' requirement for local health department certification. Through data collection and analysis, focus groups, meetings, and interviews, four major topics were uncovered: access to care, gun violence, natural and built environment, and mental health and substance abuse. Since the IPLAN process was completed, several projects have been designed, and implementation of activities has begun related to these four topics. As a result of our IPLAN process, OPPHD created an injury prevention portfolio to address the community's concerns around gun safety, opioid overdose prevention, pedestrian and bicycle safety, and Safe2Help which is an Illinois school-based program aimed at increasing communication between youth and adults about intrapersonal violence and school safety threats. In 2023, OPPHD created a five-year strategic plan using the needs described in the IPLAN and proposed the addition of three community health educators to the Health Education team. These positions will allow us to expand upon our current work and add projects that will advance our injury prevention programming. OPPHD is funded in large part through grants and receives only a small portion of its budget from local tax dollars. Therefore, any addition of staff to the Department would be dependent on grant funding. A Public Health Associate assigned to work with the Health Education team would assist us in the development of a project within our injury prevention portfolio. The Health Education team is tasked with the development, implementation, monitoring, and evaluation of public health programming; developing and disseminating health communication; networking and forming partnerships with nonprofits, governmental organizations, academia, and community members; and representing the OPPHD at events and meetings. In developing this role the

Associate would work closely with the Health Education team, the Public Health Director, the Public Health Nurse, and the Epidemiologist. The workflow of the Associate will be organized in phases. In the first phase, they will become oriented to our programming and OPPHD's role within the community. They will be integrated into our current projects through assignment of project implementation, monitoring, and evaluation activities. They will also assist in creating health communications as needed by the OPPHD. As they become knowledgeable about the community, its health needs, and the landscape of organizations and programs that serve Oak Park residents, they will move into phase two, which will provide increased responsibility and opportunities to use the education and skills they gained from their academic program. In this phase, they will develop a project plan for our injury prevention portfolio. In the third phase of their work with OPPHD, the Associate will implement the project plan they developed in phase two with the support of a project team, the Health Education team, and their Primary and Secondary Supervisors.

**Position Description: Please briefly describe the proposed assignment for the associate (this will be shared with the associate after selection).**

The Public Health Associate will become an integral member of Oak Park Public Health Department (OPPHD) as part of the Health Education team. This team leads OPPHD in designing, planning, implementing, and evaluating public health programming. They work very closely with other divisions within OPPHD, such as Epidemiology, Nursing, Environmental Health, and Emergency Preparedness. The Associate will also work closely with the Village of Oak Park's communications team to create and disseminate health communications for the community. Current projects of this team are focused on harm reduction, injury prevention, tobacco, childhood lead poisoning, and sexual and reproductive health. Year One: The Public Health Associate's work will progress through three phases. In phase one, they will be immersed in current projects within the injury prevention portfolio which addresses the community's concerns around gun safety, opioid overdose prevention, pedestrian and bicycle safety, and Safe2Help, an Illinois school-based program aimed at increasing communication between youth and adults about intrapersonal violence and school safety threats. The Associate will join project team meetings, assist in implementation and evaluation activities, and attend OPPHD weekly staff meetings. They will collaborate in the development of health communications and represent OPPHD at meetings and events within the community. During this time the Associate will settle into their role, learn the dynamics that affect public health work at the local government level, become acquainted with the community and the factors affecting the health of our residents, and gain experience in project implementation and evaluation. Later in their first year with the OPPHD, the Associate will move into phase two in which they will continue their role on the specific projects they began during phase one and will also be given increased responsibility. With guidance from the Primary Supervisor and the Health Education team, the Associate will select a topic from OPPHD's strategic plan focused on injury prevention, and lead the development of a new initiative of their choosing. This will include assessing of the current needs of the community; examining recent trends, programming, and resources; and researching evidence-based interventions. The Associate will meet with team members and project partners to discuss project goals and objectives, intervention selection and alignment, and appropriate monitoring and evaluation methods. By the end of year one, they will write a complete project plan with the support and guidance of their supervisor and team. Year Two: In year two, the Associate will continue supporting the current projects of the Health Education team and move into phase three, in which they will take the lead on project implementation for the project they designed in phase two of their work. This leadership role, supported by the Primary Supervisor, will include organizing the project team

around intervention activities, creating a budget, monitoring and evaluation, communications, and project reporting.

**How will this address the need identified in the previous question?**

OPPHD has identified the need for additional community health educators to address the needs of the community around injury prevention. The addition of community health educators is included in the strategic plan for the Department; however, funding for new positions must be acquired through grants. Once new positions are established and are shown to be valuable for community members, it becomes easier to advocate for continued funding of positions with the Village Board of Trustees. The Public Health Associate will fill the role of an entry level Community Health Educator whose work will focus on identifying and implementing evidence-based injury prevention programming, which is a public health need that has been identified through our community health status assessment and a five-year strategic plan.

**Describe how the associate will primarily work with others as part of a team, independently, coordinating or leading activities, or with external stakeholders.**

The Health Education team consists primarily of four individuals, though the team often works closely with the staff nurse and epidemiologist on program planning, implementation, and project monitoring and evaluation. This team also creates health communications and performs outreach for the various initiatives of the Department. As part of the Health Education team, the Associate would participate in weekly check-in meetings where staff discuss on a high level the schedule and logistics for the week, including events, coordination meetings, deadlines, and project deliverables. At these meetings, tasks and deadlines are delegated across the team based on capacity, content expertise, and scheduling. Throughout the week, more informal check-ins occur to troubleshoot any issues and ensure progress is being made. In addition to Health Education team meetings, the Associate will be invited to intradepartmental division meetings and project-based teams made up of OPPHD staff relevant to initiatives the Health Education team works on, including injury prevention and chronic disease prevention programming. The Associate may also be brought into conversations with other Village Departments, such as Communications, Neighborhood Services, Public Works, DEI, Sustainability, or Police and Fire Departments for programming relevant to the Health Department's work. Once priorities and assignments are made for the week, the Associate will work independently to accomplish tasks and program goals, with frequent weekly check-ins from the Primary Supervisor. Members of the team will be available for questions and conversations throughout the week to assist the Associate and problem-solve any issues they may experience. As the Associate becomes more familiar with the work of the Department and our internal and external partners, they will be able to coordinate meetings and activities with external partners. For example, our opioid overdose prevention, pedestrian safety, and gun safety work often include representatives from other local organizations, including the two public school districts, private schools, the Oak Park Public Library, the Park District of Oak Park, and community organizations. After six months on the team, the staff supervisors would begin delegating some coordination activities with partners to the Associate. In Year Two, the Associate will have the opportunity to take the lead on the implementation of the project they designed in Year One. This leadership role will include organizing the project team around intervention activities, including any appropriate external partners, and coordinating monitoring, evaluation, communications, budgets, and project reporting activities.

**What will your host site offer candidates that similar host sites may not?**

Oak Park offers unique opportunities and experiences that other similar sites may not. The OPPHD serves a population of about 55,000 residents in a dense urban environment of just 4.5 square miles. Oak Park

shares a border with Chicago's West Side neighborhood of Austin, but maintains its own municipal government. This unique situation offers the opportunity for OPPHD staff to tackle urban and larger-city public health issues, such as the health of unsheltered individuals, bicycle and pedestrian safety, environment and air quality, and social justice and health equity, in a community that often has the feel of a small town. Oak Park residents are very engaged in their local government and community, offering many opportunities to directly interact with the population we serve. Because the community feels a closeness and accessibility to the OPPHD, we receive calls and emails daily for assistance and guidance on a wide variety of issues, such as infectious disease, immunizations, and accessing health care. We are in regular communication with local daycares, schools, and community organizations, where we offer guidance and education on a variety of public health topics. This includes limiting the spread of communicable diseases, gun and pedestrian safety, and environmental health issues such as local air quality, rodent abatement, lead exposure, and West Nile Virus prevention. These interactions allow for real-time feedback on local public health issues and programs, and also give the Department insight into how information is spreading in the community. We shape our messaging and communications based on a combination of this feedback and evidence-based interventions. In addition, the OPPHD offers an up-close opportunity to shape local health policy and understand how political decisions also shape the work of public health staff. The Department is situated within the municipal government structure with oversight from the Village Manager as well as the Board of Trustees, who are elected officials. While Board goals and priorities have a significant impact on the Department's initiatives, staff have the opportunity to present data and evidence-based practices to elected officials and bring innovations to the community. In May of 2023, the Health Education team helped lead the effort to get Board approval to distribute free opioid overdose prevention kits that include Naloxone, fentanyl test strips, and recovery resources in seven locations throughout Oak Park. The Health Education team then went on to collaborate with the staff nurse to develop a Naloxone training, where free kits are distributed to participants. Because our department is small, with 13 total staff across six divisions, OPPHD staff have the opportunity to design, plan, implement and evaluate a project from start to finish, and see an intervention through all of its stages. Staff have regular and consistent access to the Public Health Director, who facilitates weekly meetings with the entire Department. The staff nurse and epidemiologist are available for consultation and collaboration. Because of the Department's smaller size, there is a great deal of teamwork and camaraderie. All division managers are open to staff from other divisions helping on projects of interest or in areas where people want to gain more expertise and skill. If a portion of a project requires increased capacity for a short amount of time, staff from all divisions usually pitch in to make an event successful or an emergency response smooth and efficient. Due to a new grant from the State for Workforce Development in public health departments, we are now able to offer the team memberships to the local Community Recreation Center. The CRC is located one block from Village Hall.

**If the associate was not a CDC employee, but was an employee of your organization, their position title would be:**

Community Health Educator

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## Part 1: Assignment Details - Subject Area of Proposed Assignment

**Select the subject area the associate will be working in for the majority of their assignment:**

Injury Prevention: Violence (interpersonal)

**Is health equity a component of this assignment focused on addressing health disparities? (ex: serving rural populations, Indigenous and Native American persons, LGBTQ+ persons, persons with disabilities, racial and ethnic minority populations, and persons otherwise adversely affected)**

**by persistent poverty or inequality such as persons who are incarcerated, persons experiencing homelessness, etc.)**

Yes

### Part 1: Assignment Details - Position Assignment Location

**Is the Position Assignment Location the same as the Public Health Agency Location?**

Yes

**Is mailing address different?**

No

### Part 1: Assignment Details - Assignment Requests

**Driver's License required :**

No

**Personal vehicle required :**

No

### Part 1: Assignment Details - Other Public Health Agency Details

**Does the building in which the associate will be working meet the requirements under the Americans with Disabilities Act (ADA)?**

Yes

**Is the location of the public health agency considered rural?**

No

**Is the location of the public health agency on an Indian Reservation?**

No

**Please provide your normal business hours and expected scheduling?**

Normal business hours are weekdays, 8:30AM to 5:00PM. The Associate's scheduling will be conducted accordingly. There are at times weekend opportunities, such as health fairs and other public events that the Oak Park Public Health Department attends to distribute information about its programs and to promote its work. The Associate would be encouraged to participate as a way to become involved and familiar with the community.

### Part 1: Assignment Details - Letter of Support

**Please attach a pdf of a letter of support on your agency's letterhead. The letter must be written and signed by the agency Director or a senior leader.**

CDC PHAP Letter of Support February 2024.pdf (/\_entity/sharepointdocumentlocation/66ccacc3-18cc-ee11-9078-001dd8067041?file=CDC PHAP Letter of Support February 2024.pdf)

**Director or Leader Name :**

Dr. Theresa Chapple

**Director or Leader Email :**

tchapple@oak-park.us

**Director or Leader Phone :**

708-358-5482

**Director or Leader Phone Ext :**

None

### Part 1: Assignment Details - Population Information

**Level of Population Served:**

Local

**Estimated population impacted by the Public Health Associate's work :**

55,000

**Racial Category:**

American Indian or Alaska

**Racial Category:**

Asian

**Racial Category:**

Black or African American

**Racial Category:**

Native Hawaiian or Pacific Islander

**Racial Category:**

White

**Ethnicity:**

Hispanic or Latino

**Ethnicity:**

Non Hispanic or Latino

**Age:**

18 - 24 years

**Age:**

25 - 44 years

**Age:**

45 - 64 years

**Age:**

5 - 17 years

**Age:**

65 years and over

**Age:**

Under 5 years

**Sex:**

Female

**Sex:**

Male

**Sex:**

Other

**Is this a tribal-focused assignment or does it serve a predominately tribal population?**

No

### Part 1: Assignment Details - Position Assignment Environment

**Describe the program area, department, or organizational unit within the public health agency where the position assignment will be based. Include information on the number of employees/departments/divisions/branches/teams:**

The Oak Park Public Health Department consists of six divisions: Administration, Epidemiology, Public Health Nursing, Environmental Health, Emergency Preparedness, and Health Education. The Associate will work within the Health Education team, which currently consists of four employees. The Health Education team is tasked with the development, implementation, monitoring, and evaluation of public health programming; developing and disseminating health communication; networking and forming partnerships with nonprofits, governmental organizations, academia, and community members; and representing the OPPHD at events and meetings. It also oversees the Oak Park Farmers' Market and manages grants for the OPPHD.

**Describe the staff and other resources available:**

Current OPPHD staff includes: - Public Health Director who is an epidemiologist - Two Licensed Environmental Health Practitioners - Environmental Health Supervisor - Emergency Preparedness and Response Coordinator - Public Health Nurse Supervisor - Contract Public Health Nurse - Epidemiology Fellow - Public Health Education Manager - Farmers' Market Manager - Community Health Advisor - Grants Coordinator - Administrative Assistant - Animal Control Officer - Chronic Disease Fellow The OPPHD collaborates with other Village Departments as needed (Communications; Diversity, Equity, and Inclusion; Public Works; Finance; Village Manager's Office; Police and Fire Departments; Neighborhood Services; and Legal).

**Describe in detail the workplace support that will be provided (e.g., office setting, computer equipment, clerical and administrative support, peer support, dedicated resources):**

The Public Health Department is located within the Village of Oak Park's municipal headquarters. Village Hall includes space where citizens conduct daily business with staff, staff offices, the Board of Trustees' Chamber, and the Oak Park Police Department. The Administrative Assistant helps the Director with her schedule, the weekly team meetings, and any special meetings. She attends Board of Health and Farmers' Market Commission meetings as well as transcribes minutes. She also orders supplies for the Department, and is available to assist other team members as needed. In addition to managing grants,

the Grants Coordinator tracks the team's budgets and regularly works with Finance on accounts payable and budgets. The OPPD team is very supportive of one another. Staff is organized into project teams in which each person has a role but also supports other team members. Staff across divisions often participate in community events to represent all of the Department's program areas. Building trust and rapport are top priorities for the team. The Department managers' goal is to foster a supportive work culture where team members can feel empowered in their roles and balanced in their personal lives. Because the physical work environment has an open floor plan, staff are available to each other to answer questions in person, on the phone, or by email as needed. The team also celebrates individual and Department successes. Each staff member of the Department is assigned a desk, computer, and desk phone. If required, staff can also request a laptop and cellphone for off-site use. Other dedicated resources include general office equipment and supplies, and access to a Village fleet car when conducting Department business.

**What recent changes or upcoming reorganizations may impact the assignment(s) or supervisor assigned to the candidate?**

There have been no recent changes in the Department, and none are anticipated. The Associate's assigned supervisors are able to work remotely 1-2 days per week.

**Please attach a PDF of the current organizational chart for the public health agency :**

Organizational Chart for 2024 Budget.pdf (/ \_entity/sharepointdocumentlocation/66ccacc3-18cc-ee11-9078-001dd8067041?file=Organizational Chart for 2024 Budget.pdf)

**Please describe the size of the community, university affiliations, living environment, cultural and recreational assets, and opportunities for the candidate's partner's employment:**

Incorporated in 1902, the Village of Oak Park is a thriving community of about 55,000 people located immediately west of the City of Chicago and known for its architectural heritage and diverse population. Within its 4.5 square miles live one of the region's most diverse mixes of cultures, races, ethnicities, professions, lifestyles, religions, ages and incomes. The median age 36 (24.1% under 18; 10.7% over 65); 67.7% white, 21.7% black, 5.8% Hispanic, and 5.0% Asian, American and Alaskan Indians. The Village is governed by Home Rule Authority. The Village President, six Village Trustees, and the Village Clerk are elected positions. There is also an appointed Village Manager. The Village is a vibrant community with a robust array of municipal and community services, including three Class 2 rating fire stations, and the main Police Station and satellite stations located throughout the Village. There are two community hospitals, one kidney dialysis center, and one mental health center. Oak Park is known for its many social service agencies that focus on housing, economic development, mental health, survivors of domestic violence, health care, advancing the quality of life for people living with disabilities, youth and senior citizens. The Public Health Department has partnerships with many of these organizations. The nonprofit and social service organizations in Oak Park present excellent volunteer opportunities, which helps new residents to network and to learn about the community. Oak Park has many recreational opportunities in its 12 active business districts with restaurants, shops, a movie theater, and a new comedy club. These areas are pedestrian and bike friendly. Downtown Oak Park offers several large outdoor activities in the summer, including weekly outdoor dining and live music events. The Hemingway District hosts Sunday in the Park in the summer with live music in a family-friendly outdoor environment. The Arts District includes galleries, restaurants, and shops, and hosts several street fairs throughout the year. The Village is bordered by four other municipalities that offer additional dining, entertainment, and shopping opportunities: Berwyn, Forest Park, River Forest, and Elmwood Park. The Village has three libraries, seven recreation centers, 16 parks (two outdoor swimming pools and one indoor skating rink), six private athletic clubs, a community recreation center, and one plant conservatory. The Park District offers many

events and classes throughout the year. Oak Park has a diverse worship community, including Jewish congregations, Protestant and non-denominational churches, Roman Catholic parishes, and Buddhist communities. Oak Park has public and private high schools, elementary schools (grades K – 5), and middle schools (grades 6 – 8). There are two universities and a community college in nearby communities. The Public Health Department Director holds a faculty position at both nearby universities. The Village is steeped in history and landmarked architecture, and is a tourist destination, with three historic districts. Renowned authors, architects, actors, and scientists were born and/or worked in Oak Park, including Ernest Hemingway, Gwendolyn Brooks, Frank Lloyd Wright, Betty White, John Mahoney, and Dr. Percy Julian. Oak Park and surrounding communities are rich in employment opportunities: retail, hospitality, financial institutions, municipal government, schools, health care, real estate and property management, and more. Oak Park is located nine miles from the City of Chicago’s downtown area and Lake Michigan, and has easy access to transportation: rapid transit lines that go into the city and two airports, a commuter rail line, bus routes, and expressways. Though not a requirement, many individuals in the OPPHD reside in Oak Park and have strong ties to the community.

**Please describe the availability of safe and affordable housing in a commutable distance (including any special arrangements provided for other staff or previous associates).**

Oak Park has a mix of apartment buildings, single-family homes, townhomes, and condos: Rental: - Studio \$575 - \$700 - 1 Bedroom \$650 - \$950 - 2 Bedrooms \$900 - \$1400+ - 3 Bedrooms \$1100 - \$1600+ - Homes \$1500 - \$2200+ Sale: - Median single family home - \$292,000 - Condos/Townhome - \$234,400

**Please describe any additional administrative requirements (i.e. background check, immunization requirements) for accepting a federal assignee.**

Upon placement, the assignee will require a background check and pre-employment drug and alcohol test.

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**Part 1: Assignment Details - New Employee Orientation**

**Is there a standard process at your agency to orient new employees?** Yes

**Describe the associate’s orientation to the host site and assignment.**

Village employees begin their first day with a brief meeting with Human Resources and they receive their Village of Oak Park employee identification card. Following that orientation, the Primary Supervisor will greet the Associate and introduce them to the Department. They will take a tour of Village Hall, meet staff of other departments and hear brief explanations of their roles and responsibilities. The Primary Supervisor will spend one-on-one time with the Associate for the remainder of week to provide an overview of how the Public Health Department serves the municipality, and the Department’s history, mission, and values; outline both the Village’s and Department’s organizational structures; explain how different teams collaborate; describe the organization’s culture; and discuss general department activities. There will be time to discuss more specific aspects of the assignment such as meeting/check-in schedules, introduction to Health Department programs and activities, training opportunities, and goals for both the program assignment and the Associate's personal goals. The Associate will be provided copies of our IPLAN and strategic plan for review.

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**Part 1: Assignment Details - Travel Opportunities**

**Travel greater than 100 miles:**

0%-10%

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**Part 1: Assignment Details - Host Agency Work Status**

**Host Agency Work Status:**

Hybrid (Alternating open &amp; telework)

## Part 2: Activity - Activity Details

**Activity/Project Name:** Childhood Lead Poisoning

**Activity/Project Description:**

Due to its prevalence in housing stock built before standards changed in 1978, the Village of Oak Park is considered a high-risk area within the State of Illinois for exposure to lead. This program provides case management, surveillance, and education for families with children and pregnant individuals who have high blood lead levels. It also provides outreach and education around lead exposure to the community through health education and health communications. The program works in partnerships with the Environmental Health team to perform home inspections and education on lead abatement within the home.

**Describe the Public Health problems to be addressed by the fellow/associate:**

- Maternal and child health - Environmental health

**Activity/Project Phase:** Implementation

**Level of Responsibility / Role:** Coordinator

**Project Start Date:** Tuesday, October 1, 2024

**Project End Date:**

Wednesday, September 30, 2026

**Is the Project/Activity address different from the assignment address?**

No

**Activities & Deliverables:**

- Provide case management for families with children and pregnant individuals who have received a venous blood test result indicating a blood lead level above 5 µg/mL, through in-home visits and surveillance of test results. - Provide education on lead poisoning and its effects on health, causes of lead poisoning, and lowering blood lead levels. - Develop health communications on lead poisoning for distribution through social media and in print at community events.

**2.0 Public Health Science**

2.3 Describes the roles of governmental public health, health care, and other partners in improving the health of a community

**2.0 Public Health Science**

2.4 Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels

**4.0 Public Health Policy and Law**

4.1 Illustrates a basic understanding of how law and policy play a role in public health (e.g. environmental health codes, immunization requirements, anti-smoking policies, indoor air quality policies)

**5.0 Professionalism**

5.1 Incorporates ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations and communities

**5.0 Professionalism**

5.2 Adheres to organizational policies and procedures

### **5.0 Professionalism**

5.3 Describes how teams help achieve program and organizational goals (e.g., the value of different disciplines, sectors, skills, experiences, and perspectives; scope of work and timeline)

### **5.0 Professionalism**

5.4 Exercises initiative, tact, flexibility, courtesy, diplomacy, and resourcefulness in establishing and continuing work relationships

### **5.0 Professionalism**

5.5 Applies feedback to build professional knowledge, skills, and abilities

### **6.0 Communication**

6.1 Communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images, considering health literacy)

### **6.0 Communication**

6.2 Communicates information that is clear, timely, accurate and uses plain language

### **6.0 Communication**

6.3 Presents data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, and letters)

### **6.0 Communication**

6.4 Facilitates communication among individuals, groups, and organizations

### **6.0 Communication**

6.5 Demonstrates active listening skills

### **7.0 Health Equity**

7.1 Describes the historical and current conditions that affect health in a community

### **7.0 Health Equity**

7.2 Describes how public health activities and interventions affect health equity

### **7.0 Health Equity**

7.3 Describes differences in health within and across populations

### **7.0 Health Equity**

7.4 Applies diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community

### **7.0 Health Equity**

7.5 Applies the principles of cultural humility

### **Activity/Project Name:**

Gun Safety Program and Partnerships

### **Activity/Project Description:**

Storing firearms securely protects children and adults by preventing unintentional shootings, gun suicides, and gun theft. Best practices for safe storage include storing guns unloaded, locked, and separate from ammunition. In 2023, the Village of Oak Park passed an ordinance prohibiting unsecured storage of firearms. OPPHD promotes gun safety through health communication that facilitates conversations among families about safe gun storage and through the distribution of free

gun locks. The health communications and gun locks are distributed by OPPHD at community events and through partnerships with the Oak Park Public Library and the Park District of Oak Park.

**Describe the Public Health problems to be addressed by the fellow/associate:**

- Violence and injury prevention

**Activity/Project Phase:**

Implementation

**Level of Responsibility / Role:**

Coordinator

**Project Start Date:**

Tuesday, October 1, 2024

**Project End Date:**

Wednesday, September 30, 2026

**Is the Project/Activity address different from the assignment address?**

No

**Activities & Deliverables:**

- Planning, development, and dissemination of health communications (articles and social media) that raise awareness of safe gun storage best practices, the Village of Oak Park ordinance concerning safe gun storage, the availability and accessibility of gun locks in the community, and conversation starters for discussion of safe gun storage with family and friends. - Creation and dissemination of safe gun storage conversation starter cards and refrigerator magnets. - Distribution of gun locks at community events and Village-hosted giveaways. - Development and maintenance of community partnerships to ensure distribution of gun locks and safe storage information at locations in the community that residents frequent.

**1.0 Analytic and Assessment**

1.1 Identifies quantitative and qualitative data and information (e.g., vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) that can be used to assess the health of a community

**2.0 Public Health Science**

2.3 Describes the roles of governmental public health, health care, and other partners in improving the health of a community

**2.0 Public Health Science**

2.4 Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels

**2.0 Public Health Science**

2.5 Applies knowledge of various approaches to improving population-based health

**3.0 Program Planning, Management, and Improvement**

3.4 Gathers information for evaluating policies, programs, and services (e.g., outputs, outcomes, processes, procedures, return on investment)

**3.0 Program Planning, Management, and Improvement**

3.5 Contributes to the implementation of a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence, and innovation)

**4.0 Public Health Policy and Law**

4.2 Describes how policy and legislation affect the health of a community (e.g., inequity, income, education, environment, demographic trends)

**5.0 Professionalism**

5.1 Incorporates ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations and communities

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**5.0 Professionalism**

5.2 Adheres to organizational policies and procedures

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**5.0 Professionalism**

5.3 Describes how teams help achieve program and organizational goals (e.g., the value of different disciplines, sectors, skills, experiences, and perspectives; scope of work and timeline)

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**5.0 Professionalism**

5.4 Exercises initiative, tact, flexibility, courtesy, diplomacy, and resourcefulness in establishing and continuing work relationships

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**5.0 Professionalism**

5.5 Applies feedback to build professional knowledge, skills, and abilities

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**6.0 Communication**

6.1 Communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images, considering health literacy)

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**6.0 Communication**

6.2 Communicates information that is clear, timely, accurate and uses plain language

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**6.0 Communication**

6.3 Presents data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, and letters)

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**6.0 Communication**

6.4 Facilitates communication among individuals, groups, and organizations

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**6.0 Communication**

6.5 Demonstrates active listening skills

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**7.0 Health Equity**

7.1 Describes the historical and current conditions that affect health in a community

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**7.0 Health Equity**

7.2 Describes how public health activities and interventions affect health equity

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**7.0 Health Equity**

7.3 Describes differences in health within and across populations

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**7.0 Health Equity**

7.4 Applies diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community

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**7.0 Health Equity**

7.5 Applies the principles of cultural humility

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**8.0 Community Dimensions of Public Health**

8.1 Supports relationships that improve health in a community (e.g., partnerships with organizations serving the same population, academic institutions, policy makers, customers/clients, and others)

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**8.0 Community Dimensions of Public Health**

8.2 Identifies current trends (e.g., health, fiscal, social, political, and environmental) affecting the health of a community

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**8.0 Community Dimensions of Public Health**

8.3 Collaborates with community partners to improve health in a community (e.g., participates in committees, shares data and information, connects people to resources)

**11.0 Evaluation**

11.4 Uses evaluation results to improve program and organizational performance

**Activity/Project Name:**

HIV Surveillance-Based Services

**Activity/Project Description:**

OPPHD is funded by the Public Health Institute of Metropolitan Chicago (PHIMC) to provide HIV Surveillance-Based Services for Oak Park. Through this initiative, Department staff are assigned cases by the Illinois Department of Public Health and are charged with locating and contacting people who have received a positive HIV diagnosis, but have been lost to care. Once contacted, OPPHD staff meet with clients to discuss treatment options, partner notification, and testing services and effective behavioral risk reduction interventions.

**Describe the Public Health problems to be addressed by the fellow/associate:**

- Communicable disease prevention

**Activity/Project Phase:**

Implementation

**Level of Responsibility / Role:**

Coordinator

**Project Start Date:**

Tuesday, October 1, 2024

**Project End Date:**

Wednesday, September 30, 2026

**Is the Project/Activity address different from the assignment address?**

No

**Activities & Deliverables:**

- Successfully locating and contacting people living with HIV assigned to the OPPHD by the state. - Ensuring that people who are not currently in HIV medical treatment will complete a first HIV medical care visit resulting in a viral load or CD4 count being reported to IDPH HIV Surveillance within 30 days of first contact. - Ensuring that people who are not currently taking antiretroviral medication complete a medication adherence intervention. - Asking people who have been successfully located if they have at-risk partners, and attempting to notify partners who have .

**2.0 Public Health Science**

2.3 Describes the roles of governmental public health, health care, and other partners in improving the health of a community

**3.0 Program Planning, Management, and Improvement**

3.5 Contributes to the implementation of a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence, and innovation)

**5.0 Professionalism**

5.1 Incorporates ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations and communities

**5.0 Professionalism**

5.2 Adheres to organizational policies and procedures

**5.0 Professionalism**

5.3 Describes how teams help achieve program and organizational goals (e.g., the value of different disciplines, sectors, skills, experiences, and perspectives; scope of work and timeline)

**5.0 Professionalism**

5.4 Exercises initiative, tact, flexibility, courtesy, diplomacy, and resourcefulness in establishing and continuing work relationships

**5.0 Professionalism**

5.5 Applies feedback to build professional knowledge, skills, and abilities

**6.0 Communication**

6.1 Communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images, considering health literacy)

**6.0 Communication**

6.2 Communicates information that is clear, timely, accurate and uses plain language

**6.0 Communication**

6.3 Presents data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, and letters)

**6.0 Communication**

6.4 Facilitates communication among individuals, groups, and organizations

**6.0 Communication**

6.5 Demonstrates active listening skills

**7.0 Health Equity**

7.1 Describes the historical and current conditions that affect health in a community

**7.0 Health Equity**

7.2 Describes how public health activities and interventions affect health equity

**7.0 Health Equity**

7.3 Describes differences in health within and across populations

**7.0 Health Equity**

7.4 Applies diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community

**7.0 Health Equity**

7.5 Applies the principles of cultural humility

**8.0 Community Dimensions of Public Health**

8.1 Supports relationships that improve health in a community (e.g., partnerships with organizations serving the same population, academic institutions, policy makers, customers/clients, and others)

**8.0 Community Dimensions of Public Health**

8.3 Collaborates with community partners to improve health in a community (e.g., participates in committees, shares data and information, connects people to resources)

**Activity/Project Name:**

Opioid Overdose Prevention Project

**Activity/Project Description:**

Funds from the Illinois Opioid Allocation Agreement are disbursed to the Village of Oak Park to respond to the opioid use disorder and overdose epidemic. OPPHD designed a project to distribute free Naloxone nasal spray and other harm reduction materials and resources throughout the Village through unlocked boxes. The project also includes the provision of training to community members in harm reduction and opioid overdose response, as well as the dissemination of health communications to raise awareness of the program, Naloxone nasal spray availability and use, and to combat stigma around substance use disorder.

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**Describe the Public Health problems to be addressed by the fellow/associate:**

- Substance use disorder - Harm reduction - Injury prevention

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**Activity/Project Phase:**

Implementation

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**Level of Responsibility / Role:**

Team Member

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**Project Start Date:**

Tuesday, October 1, 2024

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**Project End Date:**

Wednesday, September 30, 2026

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**Is the Project/Activity address different from the assignment address?**

No

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**Activities & Deliverables:**

- Distribution of free Naloxone nasal spray. - Education on harm reduction and substance use disorder. - Training on opioid overdose response, including administration of Naloxone nasal spray. - Development and dissemination of health communications about nasal Naloxone availability and accessibility in the community, harm reduction, and substance use disorder. - Expanding the program to other locations or utilizing other modes of distribution.

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**1.0 Analytic and Assessment**

1.1 Identifies quantitative and qualitative data and information (e.g., vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) that can be used to assess the health of a community

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**1.0 Analytic and Assessment**

1.3 Applies ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information, (e.g., managing personally identifiable information (PII))

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**1.0 Analytic and Assessment**

1.4 Contributes to assessments of community health status and factors influencing health in a community (e.g., quality, availability, accessibility, and use of health services; access to affordable housing)

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**5.0 Professionalism**

5.1 Incorporates ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations and communities

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**5.0 Professionalism**

5.2 Adheres to organizational policies and procedures

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**5.0 Professionalism**

5.3 Describes how teams help achieve program and organizational goals (e.g., the value of different disciplines, sectors, skills, experiences, and perspectives; scope of work and timeline)

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**5.0 Professionalism**

5.4 Exercises initiative, tact, flexibility, courtesy, diplomacy, and resourcefulness in establishing and continuing work relationships

### **5.0 Professionalism**

5.5 Applies feedback to build professional knowledge, skills, and abilities

### **6.0 Communication**

6.1 Communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images, considering health literacy)

### **6.0 Communication**

6.2 Communicates information that is clear, timely, accurate and uses plain language

### **6.0 Communication**

6.3 Presents data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, and letters)

### **6.0 Communication**

6.4 Facilitates communication among individuals, groups, and organizations

### **6.0 Communication**

6.5 Demonstrates active listening skills

### **7.0 Health Equity**

7.1 Describes the historical and current conditions that affect health in a community

### **7.0 Health Equity**

7.2 Describes how public health activities and interventions affect health equity

### **7.0 Health Equity**

7.3 Describes differences in health within and across populations

### **7.0 Health Equity**

7.4 Applies diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community

### **7.0 Health Equity**

7.5 Applies the principles of cultural humility

### **8.0 Community Dimensions of Public Health**

8.3 Collaborates with community partners to improve health in a community (e.g., participates in committees, shares data and information, connects people to resources)

### **11.0 Evaluation**

11.4 Uses evaluation results to improve program and organizational performance

#### **Activity/Project Name:**

Safe2Help Community

#### **Activity/Project Description:**

Safe2Help Illinois is a statewide initiative with the aim of preventing suicides, bullying, school violence, and other threats to school safety by offering students a safe, confidential way in which to share information. This program also offers schools, both public and private, additional educational resources and provides an outlet to help parents and educators reinforce the components of this program. OPPHD has developed a project called "Safe2Help Community" which entails creating a learning collaborative with all our public and private school officials about Safe2Help, supporting

each school's enrollment in Safe2Help, and facilitating meetings of the learning collaborative concerning school safety as a community-wide issue.

**Describe the Public Health problems to be addressed by the fellow/associate:**

- Violence and injury prevention - Mental health

**Activity/Project Phase:**

Conception

**Level of Responsibility / Role:**

Coordinator

**Project Start Date:**

Tuesday, October 1, 2024

**Project End Date:**

Tuesday, September 30, 2025

**Is the Project/Activity address different from the assignment address?**

No

**Activities & Deliverables:**

- Recruitment of school officials, assessment of each school's readiness to implement Safe2Help, and design of a strategy to achieve enrollment of 100% of the public and private schools in Oak Park. - Development of a community-wide communications strategy to raise awareness of Safe2Help. - Creation and implementation of a learning collaborative among schools to support each other in implementation of the Safe2Help program and, also, in addressing risks to school safety.

**1.0 Analytic and Assessment**

1.1 Identifies quantitative and qualitative data and information (e.g., vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) that can be used to assess the health of a community

**1.0 Analytic and Assessment**

1.6 Describes how evidence (e.g., data, findings reported in peer-reviewed literature, Community Guide) is used in decision making

**2.0 Public Health Science**

2.4 Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels

**3.0 Program Planning, Management, and Improvement**

3.2 Contributes to the implementation of organizational strategic plan (e.g. participates in activities that support the host site's strategic plan, describes where their program aligns with the goals and objectives of their host site strategic plan)

**3.0 Program Planning, Management, and Improvement**

3.3 Gathers information that can inform options for policies, programs, and services (e.g., secondhand smoking policies, data use policies, HR policies, immunization programs, food safety programs)

**3.0 Program Planning, Management, and Improvement**

3.5 Contributes to the implementation of a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence, and innovation)

**5.0 Professionalism**

5.1 Incorporates ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations and communities

**5.0 Professionalism**

5.2 Adheres to organizational policies and procedures

**5.0 Professionalism**

5.3 Describes how teams help achieve program and organizational goals (e.g., the value of different disciplines, sectors, skills, experiences, and perspectives; scope of work and timeline)

#### **5.0 Professionalism**

5.4 Exercises initiative, tact, flexibility, courtesy, diplomacy, and resourcefulness in establishing and continuing work relationships

#### **5.0 Professionalism**

5.5 Applies feedback to build professional knowledge, skills, and abilities

#### **6.0 Communication**

6.1 Communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images, considering health literacy)

#### **6.0 Communication**

6.2 Communicates information that is clear, timely, accurate and uses plain language

#### **6.0 Communication**

6.3 Presents data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, and letters)

#### **6.0 Communication**

6.4 Facilitates communication among individuals, groups, and organizations

#### **6.0 Communication**

6.5 Demonstrates active listening skills

#### **7.0 Health Equity**

7.1 Describes the historical and current conditions that affect health in a community

#### **7.0 Health Equity**

7.2 Describes how public health activities and interventions affect health equity

#### **7.0 Health Equity**

7.3 Describes differences in health within and across populations

#### **7.0 Health Equity**

7.4 Applies diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community

#### **7.0 Health Equity**

7.5 Applies the principles of cultural humility

#### **8.0 Community Dimensions of Public Health**

8.1 Supports relationships that improve health in a community (e.g., partnerships with organizations serving the same population, academic institutions, policy makers, customers/clients, and others)

#### **8.0 Community Dimensions of Public Health**

8.3 Collaborates with community partners to improve health in a community (e.g., participates in committees, shares data and information, connects people to resources)

#### **11.0 Evaluation**

11.4 Uses evaluation results to improve program and organizational performance

#### **Activity/Project Name:**

Tobacco Prevention and Secondhand Exposure Reduction

**Activity/Project Description:**

As a Certified Local Health Department, the OPPHD enforces the Smoke-Free Illinois Act in Oak Park. Activities include inspections of local businesses to ensure signage is up to date, and providing education to new businesses and management on relevant ordinances and regulations. In addition, the OPPHD is state-funded to assist tenants and property managers in multi-unit housing to create, promote, and enforce smoke-free policies. Activities associated with this work include creating model policies, recruiting tenants and property owners to join a local coalition on this topic maintained by the OPPHD, creating promotional and educational materials on the benefits of reducing smoke exposure, and providing technical assistance for policy enforcement.

**Describe the Public Health problems to be addressed by the fellow/associate:**

- Tobacco use and secondhand smoke exposure - Chronic disease prevention

**Activity/Project Phase:**

Implementation

**Level of Responsibility / Role:**

Team Member

**Project Start Date:**

Tuesday, October 1, 2024

**Project End Date:**

Wednesday, September 30, 2026

**Is the Project/Activity address different from the assignment address?**

No

**Activities & Deliverables:**

- Smoke-Free Illinois Act inspections of local businesses. - Update and create new Smoke-Free Illinois Act educational materials for new business owners or managers. - Data collection and reporting for Smoke-Free Communities grant. - Updating educational materials for multi-unit housing tenants or owners. - Recruiting and communicating with housing providers and tenants.

**2.0 Public Health Science**

2.3 Describes the roles of governmental public health, health care, and other partners in improving the health of a community

**3.0 Program Planning, Management, and Improvement**

3.5 Contributes to the implementation of a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence, and innovation)

**4.0 Public Health Policy and Law**

4.1 Illustrates a basic understanding of how law and policy play a role in public health (e.g. environmental health codes, immunization requirements, anti-smoking policies, indoor air quality policies)

**5.0 Professionalism**

5.1 Incorporates ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations and communities

**5.0 Professionalism**

5.2 Adheres to organizational policies and procedures

**5.0 Professionalism**

5.3 Describes how teams help achieve program and organizational goals (e.g., the value of different disciplines, sectors, skills, experiences, and perspectives; scope of work and timeline)

**5.0 Professionalism**

5.4 Exercises initiative, tact, flexibility, courtesy, diplomacy, and resourcefulness in establishing and continuing work relationships

### 5.0 Professionalism

5.5 Applies feedback to build professional knowledge, skills, and abilities

### 6.0 Communication

6.1 Communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images, considering health literacy)

### 6.0 Communication

6.2 Communicates information that is clear, timely, accurate and uses plain language

### 6.0 Communication

6.3 Presents data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, and letters)

### 6.0 Communication

6.4 Facilitates communication among individuals, groups, and organizations

### 6.0 Communication

6.5 Demonstrates active listening skills

### 7.0 Health Equity

7.1 Describes the historical and current conditions that affect health in a community

### 7.0 Health Equity

7.5 Applies the principles of cultural humility

#### Activity/Project Name:

Vision Zero

#### Activity/Project Description:

The Village of Oak Park's Vision Zero is a collaboration between several Village departments, including Public Health, which aims to eliminate traffic deaths and serious injuries. The strategies developed in this plan will make mobility in the Village safer, healthier, and equitable for all. The Village is currently in the planning process, which includes public engagement efforts to gather feedback from residents and relevant stakeholders, along with an analysis of current safety issues. All travel within the Village, by foot, bike, car, or transit, will be analyzed and prevention strategies including policy development, redesign of the built environment, and public health communication and education will be planned and implemented.

#### Describe the Public Health problems to be addressed by the fellow/associate:

- Injury prevention - Chronic disease prevention

#### Activity/Project Phase:

Implementation

#### Level of Responsibility / Role:

Team Member

#### Project Start Date:

Tuesday, October 1, 2024

#### Project End Date:

Wednesday, September 30, 2026

#### Is the Project/Activity address different from the assignment address?

No

#### Activities & Deliverables:

- Creation of health and safety policies that affect transportation options and safety within the community. - Redesign of the built environment to protect bicycle and pedestrian safety, and increase biking and walking within the community. - Development of health communications that raise awareness of the factors affecting transportation safety and health behaviors that promote safety. - Aid in the adaptation/design and implementation of a Safe Routes to School program.

### **1.0 Analytic and Assessment**

1.4 Contributes to assessments of community health status and factors influencing health in a community (e.g., quality, availability, accessibility, and use of health services; access to affordable housing)

### **1.0 Analytic and Assessment**

1.6 Describes how evidence (e.g., data, findings reported in peer-reviewed literature, Community Guide) is used in decision making

### **2.0 Public Health Science**

2.3 Describes the roles of governmental public health, health care, and other partners in improving the health of a community

### **2.0 Public Health Science**

2.4 Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels

### **3.0 Program Planning, Management, and Improvement**

3.2 Contributes to the implementation of organizational strategic plan (e.g. participates in activities that support the host site's strategic plan, describes where their program aligns with the goals and objectives of their host site strategic plan)

### **3.0 Program Planning, Management, and Improvement**

3.5 Contributes to the implementation of a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence, and innovation)

### **4.0 Public Health Policy and Law**

4.1 Illustrates a basic understanding of how law and policy play a role in public health (e.g. environmental health codes, immunization requirements, anti-smoking policies, indoor air quality policies)

### **4.0 Public Health Policy and Law**

4.2 Describes how policy and legislation affect the health of a community (e.g., inequity, income, education, environment, demographic trends)

### **5.0 Professionalism**

5.1 Incorporates ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations and communities

### **5.0 Professionalism**

5.2 Adheres to organizational policies and procedures

### **5.0 Professionalism**

5.3 Describes how teams help achieve program and organizational goals (e.g., the value of different disciplines, sectors, skills, experiences, and perspectives; scope of work and timeline)

### **5.0 Professionalism**

5.4 Exercises initiative, tact, flexibility, courtesy, diplomacy, and resourcefulness in establishing and continuing work relationships

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**5.0 Professionalism**

5.5 Applies feedback to build professional knowledge, skills, and abilities

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**6.0 Communication**

6.1 Communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images, considering health literacy)

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**6.0 Communication**

6.2 Communicates information that is clear, timely, accurate and uses plain language

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**6.0 Communication**

6.3 Presents data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, and letters)

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**6.0 Communication**

6.4 Facilitates communication among individuals, groups, and organizations

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**6.0 Communication**

6.5 Demonstrates active listening skills

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**7.0 Health Equity**

7.1 Describes the historical and current conditions that affect health in a community

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**7.0 Health Equity**

7.2 Describes how public health activities and interventions affect health equity

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**7.0 Health Equity**

7.3 Describes differences in health within and across populations

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**7.0 Health Equity**

7.4 Applies diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community

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**7.0 Health Equity**

7.5 Applies the principles of cultural humility

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**8.0 Community Dimensions of Public Health**

8.1 Supports relationships that improve health in a community (e.g., partnerships with organizations serving the same population, academic institutions, policy makers, customers/clients, and others)

---

**8.0 Community Dimensions of Public Health**

8.3 Collaborates with community partners to improve health in a community (e.g., participates in committees, shares data and information, connects people to resources)

---

**11.0 Evaluation**

11.3 Explains the importance of evaluations for improving policies, programs, and services

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**11.0 Evaluation**

11.4 Uses evaluation results to improve program and organizational performance

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**Activity/Project Name:**

Youth Gun Safety Ambassador Program

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**Activity/Project Description:**

The Youth Gun Safety Ambassador Program brings high school students together to plan and organize activities and collaborations within the community around the topic of gun violence. These ambassadors also act as peer educators, bringing gun safety knowledge back to their peers. Through school presentations, community outreach events, and peer counseling, they advocate for responsible gun ownership, safe storage, and awareness of risks. The goals are to empower youth leaders, open constructive dialogue around guns, and prevent accidental shootings, misuse, or violence.

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**Describe the Public Health problems to be addressed by the fellow/associate:**

- Violence and injury prevention

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**Activity/Project Phase:**

Implementation

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**Level of Responsibility / Role:**

Team Member

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**Project Start Date:**

Tuesday, October 1, 2024

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**Project End Date:**

Wednesday, September 30, 2026

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**Is the Project/Activity address different from the assignment address?**

No

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**Activities & Deliverables:**

- Conduct peer education sessions to teach other teens about gun safety topics. - Engagement with the community to discuss gun violence prevention from the youth perspective. Activities are designed by the Ambassadors and may include awareness campaigns, panel discussions with experts, art exhibits, etc. - Participation at gun safety events, helping to disseminate safe gun storage conversation starters and gun locks with the goal of reaching a wider youth audience. - Creation of social media content/campaigns to increase engagement around safe storage, preventing access, speaking up if a friend seems at-risk, etc. - Provision of a youth perspective to help enhance school-based programs and curricula related to conflict resolution, health, civics/government that incorporate gun safety/violence prevention.

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**2.0 Public Health Science**

2.4 Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels

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**2.0 Public Health Science**

2.5 Applies knowledge of various approaches to improving population-based health

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**3.0 Program Planning, Management, and Improvement**

3.3 Gathers information that can inform options for policies, programs, and services (e.g., secondhand smoking policies, data use policies, HR policies, immunization programs, food safety programs)

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**3.0 Program Planning, Management, and Improvement**

3.5 Contributes to the implementation of a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence, and innovation)

---

**5.0 Professionalism**

5.1 Incorporates ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations and communities

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**5.0 Professionalism**

5.2 Adheres to organizational policies and procedures

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**5.0 Professionalism**

5.3 Describes how teams help achieve program and organizational goals (e.g., the value of different disciplines, sectors, skills, experiences, and perspectives; scope of work and timeline)

#### **5.0 Professionalism**

5.4 Exercises initiative, tact, flexibility, courtesy, diplomacy, and resourcefulness in establishing and continuing work relationships

#### **5.0 Professionalism**

5.5 Applies feedback to build professional knowledge, skills, and abilities

#### **6.0 Communication**

6.1 Communicates in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images, considering health literacy)

#### **6.0 Communication**

6.2 Communicates information that is clear, timely, accurate and uses plain language

#### **6.0 Communication**

6.3 Presents data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, and letters)

#### **6.0 Communication**

6.4 Facilitates communication among individuals, groups, and organizations

#### **6.0 Communication**

6.5 Demonstrates active listening skills

#### **7.0 Health Equity**

7.1 Describes the historical and current conditions that affect health in a community

#### **7.0 Health Equity**

7.2 Describes how public health activities and interventions affect health equity

#### **7.0 Health Equity**

7.3 Describes differences in health within and across populations

#### **7.0 Health Equity**

7.4 Applies diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community

#### **7.0 Health Equity**

7.5 Applies the principles of cultural humility

#### **8.0 Community Dimensions of Public Health**

8.1 Supports relationships that improve health in a community (e.g., partnerships with organizations serving the same population, academic institutions, policy makers, customers/clients, and others)

#### **8.0 Community Dimensions of Public Health**

8.3 Collaborates with community partners to improve health in a community (e.g., participates in committees, shares data and information, connects people to resources)

#### **11.0 Evaluation**

11.1 Lists evaluation methods to assess program processes, outputs, and outcomes

#### **11.0 Evaluation**

11.2 Defines evidence-based performance measures

## **Part 3: Training and Language - Training**

**Training Name/Subject:**

Harm Reduction Subject Matter Training

**Training Type:**

E-learning

**Training Type:**

E-Learning CDC

**Training Type:**

One-on-One

**Training Type:**

Other

**Specify:**

Other - Experiential learning

**Brief Description:**

The Associate will receive experiential training on harm reduction from a partner organization that performs weekly harm reduction outreach for opioid users in Oak Park. They will also complete CDC TRAIN courses on harm reduction. (There are several. The exact course will depend on the Associates previous experience with harm reduction.) The Associate will also learn on-the-job from the Primary Supervisor in one-on-one discussions about harm reduction and the opioid overdose project.

**Relation to proposed activity:**

The Associate will work on our opioid overdose prevention project, which is based on harm reduction principles. It is very important that the Associate understand these principles to most effectively implement the project and communicate about it.

**Date of Training:**

Tuesday, October 1, 2024

**Target Completion Date:**

Friday, February 28, 2025

**Training Name/Subject:**

Illinois Public Health Association Annual Conference

**Training Type:**

Classroom: Outside Sponsor

**Brief Description:**

The IPHA Annual Conference offers opportunities for professional development, continuing education credits, and networking with public health professionals. The date of the 2024 Annual Conference has not yet been released but it normally occurs around the beginning of September each year.

**Relation to proposed activity:**

The IPHA Annual Conference will allow the Associate to attend professional development trainings offered as part of the conference. These trainings provide valuable information for public health professional working in Illinois who want to learn from and network with other professionals working on the same public health topic.

**Date of Training:**

Sunday, September 1, 2024

**Target Completion Date:**

Tuesday, September 10, 2024

**Training Name/Subject:**

Injury Prevention Subject Matter Training

**Training Type:**

E-learning

**Training Type:**

E-Learning CDC

**Training Type:**

One-on-One

**Brief Description:**

With the Associate, the Primary Supervisor will identify relevant injury prevention trainings in CDC TRAIN to complete. The Associate will receive one-on-one training from a member of our Medical Reserve Corps on evidence-based interventions for firearm safety. Resources such as Everytown will be used to increase knowledge of gun safety policy.

**Relation to proposed activity:**

Because the Associate will primarily be focused on projects within our injury prevention portfolio, it will be important for them to gain knowledge on injury prevention work in general and also specific injury prevention topics, such as violence prevention, firearm safety, and pedestrian and bicycle safety.

**Date of Training:**

Tuesday, October 15, 2024

**Target Completion Date:**

Tuesday, December 31, 2024

**Training Name/Subject:**

Personal Skills Development

**Training Type:**

E-learning

**Brief Description:**

When a need is identified for development of soft skills (such as intrapersonal communication, organization, conflict resolution, and problem solving) the Primary Supervisor will use resources provided by the Village of Oak Park Human Resources Department to find trainings.

**Relation to proposed activity:**

These skills are important for early career professionals to identify and develop to ensure their success in their work with OPPHD and in future positions.

**Date of Training:**

Tuesday, October 1, 2024

**Target Completion Date:**

Wednesday, September 30, 2026

**Training Name/Subject:**

Professional Development Training

**Training Type:**

Classroom: Outside Sponsor

**Training Type:**

E-learning

**Training Type:**

One-on-One

**Brief Description:**

Starting in the first week, the Primary Supervisor and the Associate will have conversations about the Associate's expectations around the professional skills they want to develop and how they plan to use these skills in the next steps of their career trajectory. Once these expectations are outlined, the Primary Supervisor will identify opportunities for the Associate to exercise the skills they wish to develop and to engage in training opportunities that will support their growth as a public health professional. These skills may include written and spoken communications, time management, teamwork, grant writing, and budgeting. Many of these skills can be assessed, developed, and exercised through on-the-job and one-on-one training but specific areas that may need more attention can benefit from training and workshop opportunities offered either locally or online.

**Relation to proposed activity:**

Support for the development of professional skills is very important for an early-career professional and their future success.

**Date of Training:**

Friday, November 1, 2024

**Target Completion Date:**

Wednesday, September 30, 2026

**Training Name/Subject:**

Public Health Continuing Education

**Training Type:**

E-learning

**Training Type:**

E-Learning CDC

**Brief Description:**

During their regular check-ins, the Primary Supervisor and the Associate will have conversations about the public health topics that underpin the projects that the Associate will work on. To ensure that the Associate is able to use their public health knowledge to build and implement strong projects that best serve the community, opportunities for continuing education will be identified. One great resource for gaining new knowledge or refreshing knowledge on public health topics is CDC TRAIN.

**Relation to proposed activity:**

Early-career public health professionals are just beginning to use their public health knowledge in real world settings. It helps to understand how theory and frameworks can be put to use under a variety of conditions. Furthermore, refreshing knowledge of these theories and frameworks can help to generate new and creative ideas that best serve the community or the specific circumstances.

**Date of Training:**

Tuesday, October 1, 2024

**Target Completion Date:**

Wednesday, September 30, 2026

**Part 3: Training and Language - Language****Language:**

English

**Fluency:**

Fluent (proficient in speaking, reading and writing)

**Part 4: Host Site Supervisors - Host Site Supervisors****Supervisor Role**

Primary Supervisor

**Full Name:**

Chelly Richards

**CDC Employee?**

No

**Job Title:**

Public Health Advisor

**Unit:**

Public Health Department

**Degrees:**

MPH in Health Behavior

**Is the supervisor a full-time employee at the organization where the fellow will spend most of their time?**

Yes

**Supervisor Employed By:**

Village of Oak Park Public Health Department

**How much time per week (hours) can the supervisor devote to supervise?**

10 hours

**If the Primary Supervisor is unable to continue supervision, can the Secondary Supervisor step in?**

Yes

**Is the supervisor an alumnus of any CDC fellowship or training program?**

No

**Years of public health experience:** 15

**Describe the public health experience of the supervisor (or additional staff) relevant to the associate's assignment:**

The Primary Supervisor has an MPH in Health Behavior from the University of North Carolina. She has education and experience designing, planning, implementing, and evaluating public health program interventions. She has subject matter expertise in health behavior and health education (and associated theories and frameworks), harm reduction, injury prevention, sexual and reproductive health, chronic and communicable disease prevention, and migrant health. She also has experience in health communication, both in disseminating health education in the community and for reporting on health department projects. In her current position with OPPHD, she is a front-line public health professional working directly with community members and local organizations to design, implement, and evaluate OPPHD's public health programming. She participates in creating OPPHD's health communications, which includes articles for the Village and OPPHD newsletters, social media, and print materials. She also represents OPPHD at community events and meetings.

**Does the Supervisor have supervisory experience?** Yes

**Supervisory Experience (Select all that apply):**

I have supervised fellows/associates in other fellowships/programs.

**Supervisory Experience (Select all that apply):**

I have supervised staff within my organization.

**How many years as a Primary Supervisor for this fellowship/program?**

0

**How many years as a Secondary Supervisor for this fellowship/program?**

0

**How many years as a Supervisor overall?** 3

**Has the Supervisor had formal supervisor training?** No

**Current number of total staff supervised:** 0

**Please provide the full name, class year, and email address of fellows/associates from this fellowship/program supervised over the past 5 years:**

None; we have not previously participated in this program.

**Last year supervised a fellow/associate from this fellowship/program?**

NA

**Describe Supervisor's supervisory experience and style:**

This Supervisor has supervised two public health outreach workers, two Farmworker Health Fellows in North Carolina through the Student Action with Farmworkers Program, and an MPH practicum student. Her supervisory style is based on teamwork and regular check-ins with staff. Staff is organized into project teams in which each person has a role but also supports other team members. The Primary Supervisor also has regularly scheduled individual check-ins with team members. She has an open door policy and is available to answer questions in person, on the phone, or by email as needed.

**Describe how the primary supervisor will provide direct supervision, foster growth, and on-the-job training:**

As the Primary Supervisor, she will provide direct supervision of the Associate through regularly scheduled check-ins. During the first week, check-ins will occur daily to ensure that the Associate has the information and materials they need as they settle into their new role, learn about the community and its health needs, and become acquainted with the people and programs of OPPHD. As the Associate becomes settled, formal check-ins will be scheduled weekly; however, the Primary Supervisor will be available daily to provide guidance in person, by phone, or by email. During the weekly meetings the Primary Supervisor and the Associate will discuss project activities, assess workload, and plan for upcoming health communications and events. The Associate will also attend weekly meetings of project teams and weekly department meetings. As a public health professional herself, the Primary Supervisor understands the need of an early-career professional for growth and training. It will be important to have conversations about the Associate's expectations around the skills and experience they want to gain and how they plan to use these skills in the next steps of their career trajectory. Once these expectations are outlined, the Primary Supervisor can identify opportunities for the Associate to exercise the skills they wish to develop and to engage in training and networking opportunities.

**Please outline a brief supervision plan that will ensure appropriate on-the-job training, management of the associate's workload and performance, and support for the associate's professional and personal growth.**

The Primary Supervisor and the Associate will have regularly scheduled check-in meetings. During the first week, the meetings will be daily to ensure the Associate has the information and materials they need as they settle into their new role, learn about the community and its health needs, and become acquainted with the people and programs of OPPHD. Once the Associate is settled into their role, the check-in meetings will be scheduled weekly; however, the supervisor and Associate will still have daily interactions and opportunities to discuss projects. During regularly scheduled check-ins the Associate's workload will be discussed to ensure that it is appropriate, supports a high level of performance, and is contributing to the attainment of professional skills. Starting in the first week, the Primary Supervisor and the Associate will have conversations about the Associate's expectations around the professional skills and experience they want to develop and how they plan to use these skills in the next steps of their career path. Once these expectations are outlined, the Primary Supervisor will identify opportunities for the Associate to exercise the skills they wish to develop and to engage in training opportunities that will support their growth as a public health professional. The Primary Supervisor will provide on-the-job training in public health project development, implementation, evaluation, and reporting: - In the first phase of on-the-job training, the Associate

will be assigned to activities within projects currently in the implementation phase. The Associate will understand the project plans and how the activities are developed to achieve overall goals and objectives. They will then carry out implementation, monitoring, and evaluation activities with the support of the project team, including the Primary and Secondary Supervisors. - The second phase of on-the-job training will begin with the assignment of a new project within the injury prevention portfolio. This will include assessing the needs of the community and researching evidence-based interventions. The Associate will meet with their Primary Supervisor, team members, and project partners to discuss project goals and objectives, intervention selection and alignment, and appropriate monitoring and evaluation methods. By the end of year one, they will write a complete project plan with the support and guidance of their Primary Supervisor, the Health Education team, and the Public Health Director. - The third phase of on-the-job learning will begin with the launch of the new project. With the support of the Primary Supervisor and the project team, the Associate will organize implementation of the activities by the project team and perform monitoring and evaluation. At the end of their second year, the Associate will write a project report outlining the project goals and objectives, the design, implementation process, initial outputs and outcomes, and suggestions for project expansion and future improvements. The Primary Supervisor will provide on-the-job training in public health communications. OPPHD is always planning, designing, and writing public health communications to be disseminated within the community, including written pieces for Village newsletters, writing and graphics for the OPPHD newsletter, health education materials, and communications about our work for the Village Board of Trustees. The Associate will participate in creating these materials with the support of the Primary Supervisor, the Health Education team, and the Public Health Director. Communication methods and engagement: - The Village of Oak Park has an open office environment. The OPPHD has shared cubicles for each division, such that the Health Education team shares one space. This makes in person, face-to-face communication very easy. - The Associate will be formally introduced to all staff members within the OPPHD and other municipal departments with which we work on a regular basis. - The Primary Supervisor and the Associate will have regularly scheduled check-in meetings. During the first week, the meetings will be daily to ensure the Associate has the information and materials they need to learn about the community, its health needs, and the public health programming of the OPPHD. Once the Associate is settled into their role, the check-in meetings will be scheduled weekly. - All project teams have regularly scheduled weekly meetings where project updates are formally discussed with the entire team, which encompasses members across OPPHD divisions. - The OPPHD weekly meeting is when each division updates the team on its work and Department-wide and Village-wide updates are shared. - The Associate will also attend meetings of project partners, and stakeholders and meetings of professionals within the community working on similar topics.

**Describe a situation in which you had to juggle several challenging projects at the same time. Please describe your approach as a supervisor to managing priorities, delegating tasks, communicating expectations, and addressing any changes in directives:**

The Primary Supervisor is a front-line public health professional and is always juggling multiple projects at the same time. Most recently, she managed her current seven projects while also providing assistance to a group of 200 asylum-seekers who unexpectedly arrived in Oak Park on one night. The crisis lasted several months so providing assistance to the Village's efforts while also keeping up with regular projects was difficult. Projects were managed by revising timelines where appropriate and shifting responsibilities among project team members. The Primary Supervisor will aim to maintain a balance between providing strategic direction, mobilizing the right resources,

removing obstacles for the team, and adapting to changes - all while fostering a collaborative and productive environment. Effective communication at all stages is crucial for successful multi-project management. Priorities are managed by carefully evaluating the importance, deadlines, and resource requirements for each project. Critical projects that have significant impacts or hard deadlines are prioritized. Project timelines are developed to keep project teams on track when multiple deadlines must be kept. Tasks are delegated by assessing the skills and capacities of team members and aligning tasks with individual strengths and developmental opportunities. Delegation functions best when clear roles, responsibilities, and deadlines for deliverables are provided. Expectations are communicated by collaborating on and clearly articulating the objectives and timelines of each project. Check-in meetings provide space to discuss progress and troubleshoot barriers to completing tasks. Open communication and feedback should always be encouraged among team members. When addressing changes, it is important to maintain flexibility to re-evaluate, remain transparent with the team about the need for changes, and re-prioritize as needed. Timely communication is also important so that needed changes can be made without experiencing a lull in the project activities.

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**Describe how you would handle staff issues with poor performance or conduct:**

Handling staff issues related to poor performance or conduct requires a balanced approach combining support, accountability, and fairness. Documentation, including concrete examples of specific incidents and patterns of performance or behavior issues, is important for providing feedback. The Primary Supervisor and Associate will discuss any issues at a one-on-one meeting, allowing the Associate to provide context and explain their perspective. The root causes of the issue should be explored to uncover any underlying factors that can be addressed either by the Primary Supervisor, the Associate, or the team. A plan for improvement will be devised that will include objectives and a timeline for checking in consistently. All coaching, improvement plans, and timelines will be documented and shared with the Associate. If the performance or behavior issues are not resolved after efforts to support the Associate have been implemented, further action will be taken that is in line with both CDC and Village of Oak Park Human Resources policies.

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**Describe experience of supervisor with managing and supervising staff from cultures different than their own:**

The Village of Oak Park, within which the OPPHD is situated, names diversity and equity among its core values. The Primary Supervisor has experience supervising staff from cultures different from her own. For many years she worked in the field of migrant health in which project teams are intentionally diverse to best serve the needs of the intended population. Some methods for supporting the success of diverse teams include fostering open dialogue by asking team members to share their perspectives, concerns, and needs about team dynamics and the work environment and specifically implementing an open door policy when staff would like to voice opinions. As a leader, modeling the behaviors that support diverse staff members is critically important - cultural humility, empathy, and respect. Creating an inclusive environment allows all team members to perform their best and in turn supports programming that best serves the community.

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**Does the Supervisor have mentoring experience?** Yes

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**Years of Mentoring Experience:** 5

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**Mentorship Experience (Select all that apply):**

I have mentored fellows/associates in other fellowships/programs.

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**Has the Supervisor had formal mentoring training?** No

**Describe the Supervisor's mentoring experience:**

The Primary Supervisor has supervised public health fellows, MPH practicum students, and entry-level staff. All of these individuals were building the foundations of their future careers. To support their professional aspirations, the Primary Supervisor sought out tools, training, and resources they needed to perform effectively and build critical skills. At times, that meant advocating for professional development opportunities and helping them access other professionals to provide mentorship in topic areas different from her own.

**Describe why the Supervisor would be a good mentor/coach for a fellow/associate and how the primary supervisor will foster growth and development:**

The Primary Supervisor gains immense satisfaction from seeing the staff she supervises move into roles that offer them the next step in their career trajectory, including increased responsibilities and opportunities to put their experiences and talents to use. She has open conversations with the staff she supervises about their career goals and enjoys helping them plan their professional path. Understanding their aspirations and interests allows for discussion around short- and long-term goals. Including topics related to mentorship at regular check-ins will ensure that communication remains open but will also help to put their daily tasks and assigned projects into perspective, ensuring that they understand how their current experience will be helpful in reaching their goals. Mentoring also means encouraging staff to take on roles and assignments that stretch their skills and providing the support to help them be successful and build confidence. Finally, it's important to provide feedback and encouragement and to celebrate their successes.

**Supervisor Role**

Secondary Supervisor

**Full Name:**

Sara Semelka

**CDC Employee?**

No

**Job Title:**

Other

**Specify Job Title:**

Manager, Public Health Education

**Unit:**

Public Health Department

**Degrees:**

BA in Journalism; MA in Public Administration

**Is the supervisor a full-time employee at the organization where the fellow will spend most of their time?**

Yes

**Supervisor Employed By:**

Village of Oak Park Public Health Department

**How much time per week (hours) can the supervisor devote to supervise?**

5

**If the Primary Supervisor is unable to continue supervision, can the Secondary Supervisor step in?**

Yes

**Is the supervisor an alumnus of any CDC fellowship or training program?**

No

**Years of public health experience:**

17

**Describe the public health experience of the supervisor (or additional staff) relevant to the associate's assignment:**

The Secondary Supervisor has a Bachelor's Degree in Journalism and a Master's Degree in Public Administration from the University of Missouri-Columbia. She worked for 10 years at an AIDS non-profit and gained experience in HIV/AIDS education, prevention, and health policy. She implemented numerous campaigns focused on communicable disease prevention that promoted sexual health tools such as male and female condoms, along with pre-exposure prophylaxis (PrEP). She designed and implemented programs to train nurses, case managers, and youth workers to promote and make these tools and behavioral interventions acceptable and more widespread among those vulnerable to contracting HIV. In addition, she has experience working with those most impacted by the spread of HIV on co-creating community-led policies to destigmatize access to care, prevention services, and tools for populations vulnerable to HIV and AIDS. In addition, the Secondary Supervisor has spent the last two years as the Health Education Manager for the OPPHD. During this time, she has supervised a staff of four, provided leadership to the creation of the injury prevention portfolio, co-led the design and implementation of the Opioid Overdose Prevention program, as well as the gun safety initiatives to which the Associate will contribute. This included community partner engagement and creating the health communications messaging to go along with the program launch. She assists the Village Communications Department to create online content including Instagram posts and reels, YouTube videos, flyers, and one-page briefs. She also writes communication pieces for the Village-wide print newsletter, its weekly e-newsletter, and co-led the launch of the OPPHD e-newsletter, The Health Beat.

**Does the Supervisor have supervisory experience?**

Yes

**Supervisory Experience (Select all that apply):**

I have supervised fellows/associates in other fellowships/programs.

**How many years as a Primary Supervisor for this fellowship/program?**

0

**How many years as a Secondary Supervisor for this fellowship/program?**

0

**How many years as a Supervisor overall?**

15

**Has the Supervisor had formal supervisor training?**

No

**Current number of total staff supervised:**

3

**Please provide the full name, class year, and email address of fellows/associates from this fellowship/program supervised over the past 5 years:**

NA - this is the first time we are applying.

**Last year supervised a fellow/associate from this fellowship/program?**

NA

**Describe Supervisor's supervisory experience and style:**

The Secondary Supervisor has previously managed a health policy project manager, health policy interns, and fellows. In her current role she manages the Community Health Advisor, the Grants Coordinator, and the Farmers' Market Manager, Farmers' Market Assistants, as well as seasonal OPPHD interns. Her leadership style focuses on a collaborative, communicative approach that emphasizes supporting team members. She believes strongly in open communication, soliciting

input, and giving all direct reports a voice. Building trust and rapport are top priorities for her. Her goal is to foster a supportive work culture where team members can feel empowered in their roles and balanced in their personal lives. She is willing to pitch in on projects when necessary, but does aim to avoid micromanagement. Accountability matters, yet should never come at the expense of mutual understanding and respect. She also strives to clear obstacles for her team that can arise in a work environment that can be process-heavy. A key priority for her is to deliver shared results that the team and Village as a whole can take pride in, while also prioritizing work-life balance for a motivated and happy team.

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**Describe how the primary supervisor will provide direct supervision, foster growth, and on-the-job training:**

As the Secondary Supervisor, she will be an additional resource for the Associate, and someone who can provide mentorship, guidance, or assistance alongside the Primary Supervisor and if ever the Primary Supervisor is called away temporarily for other duties. The Secondary Supervisor is the team lead for the Health Education Division, so will be consistently and actively leading and/or participating in team check-ins and discussions, as well as the specific injury prevention and additional initiatives the Associate is assigned to. As a leader in the OPPHD, she will be able to provide insight not only on the workings of the Department, but the larger context of Village government, as well as the community itself, of which she is a resident. The Secondary Supervisor will be available for informal check-ins and discussions, and is also responsive via email and text.

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**Please outline a brief supervision plan that will ensure appropriate on-the-job training, management of the associate's workload and performance, and support for the associate's professional and personal growth.**

The Primary Supervisor reports to the Secondary Supervisor, who will be closely involved with this program. The pair have a formal weekly check-in and frequent discussions throughout the week. The Primary Supervisor will keep the Secondary Supervisor informed about the Associate's activities. The Primary Supervisor and the Associate will have regularly scheduled check-in meetings. During the first week, the meetings will be daily to ensure the Associate has the information and materials they need as they settle into their new role, learn about the community and its health needs, and become acquainted with the people and programs of OPPHD. Once the Associate is settled into their role, the check-in meetings will be scheduled weekly; however, the supervisor and Associate will still have daily interactions and opportunities to discuss projects. During regularly scheduled check-ins the Associate's workload will be discussed to ensure that it is appropriate, supports a high level of performance, and is contributing to the attainment of professional skills. Starting in the first week, the Primary Supervisor and the Associate will have conversations about the Associate's expectations around the professional skills and experience they want to develop and how they plan to use these skills in the next steps of their career trajectory. Once these expectations are outlined, the Primary Supervisor will identify opportunities for the Associate to exercise the skills they wish to develop and to engage in training opportunities that will support their growth as a public health professional. The Primary Supervisor will provide on-the-job training in public health project development, implementation, evaluation, and reporting: - In the first phase of on-the-job training, the Associate will be assigned to activities within projects in the implementation phase. The Associate will understand the project plans and how the activities are developed to achieve overall goals and objectives. They will then carry out implementation, monitoring, and evaluation activities with the support of the project team, including the Primary and Secondary Supervisors. - The second phase of on-the-job training will begin with the assignment of a new project within the chronic and

communicable disease portfolio. This will include assessing the needs of the community and researching evidence-based interventions. The Associate will meet with their Primary Supervisor, team members, and project partners to discuss project goals and objectives, intervention selection and alignment, and appropriate monitoring and evaluation methods. By the end of year one, they will write a complete project plan with the support and guidance of their Primary Supervisor, the Health Education team, and the Public Health Director. - The third phase of on-the-job learning will begin with the launch of the new project. With the support of the Primary Supervisor and the project team, the Associate will organize implementation of the activities by the project team and perform monitoring and evaluation. At the end of their second year, the Associate will write a project report outlining the project goals and objectives, the design, implementation process, initial outputs and outcomes, and suggestions for project expansion and future improvements. The Primary Supervisor will provide on-the-job training in public health communications. OPPHD is always planning, designing, and writing public health communications to be disseminated within the community, including written pieces for Village newsletters, writing and graphics for the OPPHD newsletter, health education materials, and communications about our work for the Village Board of Trustees. The Associate will participate in creating these materials with the support of the Primary Supervisor, the Health Education team, and the Public Health Director. Communication methods and engagement: - The Village of Oak Park has an open office environment. The OPPHD has shared cubicles for each division, such that the Health Education team shares one space. This makes in-person, face-to-face communication very easy. - The Associate will be formally introduced to all staff members within the OPPHD and other municipal departments with which we work on a regular basis. - The Primary Supervisor and the Associate will have regularly scheduled check-in meetings. During the first week, the meetings will be daily to ensure the Associate has the information and materials they need to learn about the community, its health needs, and the public health programming of the OPPHD. Once the Associate is settled into their role, the check-in meetings will be scheduled weekly. - All project teams have regularly scheduled weekly meetings where project updates are formally discussed with the entire team, which encompasses members across OPPHD divisions. - The OPPHD weekly meeting is when each division updates the team on its work and Department-wide and Village-wide updates are shared. - The Associate will also attend meetings of project partners and stakeholders and also meetings of professionals within the community working on similar topics.

**Describe a situation in which you had to juggle several challenging projects at the same time. Please describe your approach as a supervisor to managing priorities, delegating tasks, communicating expectations, and addressing any changes in directives:**

The Secondary Supervisor entered the OPPHD at a time when a new, severe variant of the COVID-19 pandemic - Omicron - was spreading rapidly in Oak Park, creating the need for community testing events. This required all available OPPHD team members to plan and staff these events. During this same time period, three key positions of the Department were vacant, including the Farmers' Market Manager, and the state-mandated Community Health Needs Assessment, known as the IPLAN, was months behind schedule. The Secondary Supervisor managed this situation by creating detailed plans and timelines. When it comes to managing priorities, the Secondary Supervisor weighs a number of factors, including impact on vulnerable communities, existing partnerships and relationships, deadlines, budget constraints, staff bandwidth, leadership goals from both the Village Manager and Board, and commitments to external partners. Her decision-making seeks to balance all of these while keeping in mind health equity. Top priorities often involve major budget implications, deliverables the Department has promised to external collaborators, or initiatives focused on marginalized groups. At

times, deadlines for internal Village activities can prove flexible, and the Secondary Supervisor has created and maintained positive working relationships with colleagues and other departments so she can set context for them regarding shifting priorities. By evaluating each task and project across all of these dimensions - mission impact, partnerships, capacity, leadership goals, budgets, and deadlines - she aligns activities to the Department's mission and strategic plans. This approach helps her guide the team in an effective, ethical, and meaningful direction. Once priorities are set, tasks are delegated according to the capacity and subject matter expertise of the team members. It is imperative to communicate expectations from the outset, and the Secondary Supervisor does this both verbally and in written communication. It is important for team members to not duplicate efforts, and roles are clearly defined in team meetings and check-ins. As often happens both in public health and local municipal government, directives and priorities from leadership and the community necessitate a change in plans. The Secondary Supervisor values open and transparent communication, and will share changes to plans as soon as it's possible to gather the team, even if that means meeting virtually. During pivots, it's important to allow time for questions and clarification of roles as well.

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**Describe how you would handle staff issues with poor performance or conduct:**

As an experienced manager, the Secondary Supervisor has dealt with both poor performance and poor conduct from employees. During these instances, it is important to remain professional and respectful, while being straightforward and honest about the poor performance or conduct. From experience, the Secondary Supervisor has learned it is ineffective to postpone providing constructive feedback or to sugarcoat the issue. When a performance or conduct issue surfaces, it is important to document examples, and to schedule a conversation with the employee as soon as possible. During the meeting, the issue should be laid out to the employee, including examples, and expectations for improved performance and/or conduct should be explained verbally and in writing. If an improvement plan is required, the Secondary Supervisor will work with the Public Health Director and the Village's Human Resources Department to create a time-bound plan and explain it to the employee. After a plan is created, regular check-ins focusing specifically on the plan should be scheduled and the employee's performance and/or conduct should be re-evaluated when the plan has been completed.

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**Describe experience of supervisor with managing and supervising staff from cultures different than their own:**

The Secondary Supervisor has experience supervising and interacting with staff from different ethnic, racial, socioeconomic, and cultural backgrounds than her own. The value of cultural humility was a major focus of the Secondary Supervisor's organization. This framework emphasizes reflecting on one's own identity and privileges, and being cognizant of how those factors can alienate or harm others. In practice when managing staff from diverse cultural backgrounds, including staff at OPPHD, this has looked like encouraging open dialogue about people's experiences and cultures, and acknowledging what those experiences have meant to people, both personally and professionally. This also looks like acknowledging the ways systems and the dominant culture can harm minoritized populations and their health behaviors, options, and choices. By speaking openly about this when project and program planning, the Secondary Supervisor works to create an environment where cultural experiences are valued and acknowledged.

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**Does the Supervisor have mentoring experience?** Yes

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**Years of Mentoring Experience:** 10

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**Mentorship Experience (Select all that apply):**

I have mentored fellows/associates in other fellowships/programs.

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**Has the Supervisor had formal mentoring training?**No

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**Describe the Supervisor's mentoring experience:**

The Secondary Supervisor has managed interns and entry-level staff in both her current and past positions. She took seriously her role as a mentor for those beginning their careers and choosing a career path. She prioritized introducing these employees to leadership-level employees as well as staff throughout the organization so they could make connections and build relationships with people who could share experiences and offer insight into their niche of the organization. She would also seek out opportunities for these employees to assist on projects they were interested in and take part in conversations and meetings pertaining to areas of interest. This allowed the employees to experience real-world applications of concepts they had learned in academic settings. Most importantly, she would regularly check-in on these employees' wellbeing, stress levels, and lived experiences on the job to ensure they felt supported and seen. This, accompanied by regular and open communication, created a dynamic where new employees and interns could discuss their experience, offer feedback, and ask questions to gain the full benefit of working in a professional setting.

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**Describe why the Supervisor would be a good mentor/coach for a fellow/associate and how the primary supervisor will foster growth and development:**

The Secondary Supervisor would be a qualified and capable mentor for a young professional. She is passionate about developing the next generation of public health leaders. As someone who took a non-traditional path into the field herself, she understands the value of being open-minded about different backgrounds and experiences. She gets a lot of energy and motivation from the enthusiasm and new ideas of young professionals and enjoys offering insights from her own varied experiences, including specific advice on how to navigate the OPPHD and the Village of Oak Park structure. Her strengths as a mentor lie in active listening, offering thoughtful advice, and taking a genuine interest in helping mentees grow. She aims to provide guidance while encouraging mentees to find their own voice and path for the future. She would foster growth and development by being a positive voice and enthusiastic supporter of the Associate's successes, and highlighting those victories to Department and Village leadership. She would be intentional about learning the Associate's professional interests and seeking out opportunities in Oak Park, Cook County, and at state and federal levels for the Associate to gain experience.