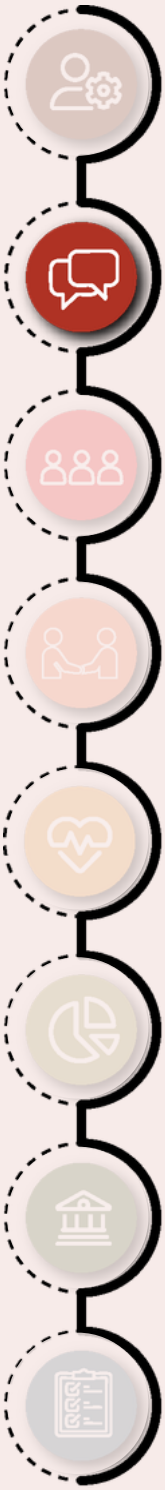
DOMAIN 2 COMMUNICATION

Facilitator Guide



Domain 2: Communication Instructional Materials

This facilitator guide is for instructors in schools and programs of public health who are teaching students how communication functions within governmental public health systems and governmental health department operations.

Domain 2 focuses on job tasks that allow state, Tribal, local, and territorial (STLT) health departments to effectively share timely, accurate, and accessible information that supports public health action, operational coordination, emergency response, and public trust. These responsibilities enable STLT health departments to support routine governmental public health operations and coordinated response activities during high-visibility and rapidly evolving situations. This guide is designed to:

- Clarify what communication means in governmental public health
- Explain how STLT health departments use communication job tasks to guide action, manage risk, and maintain public trust
- Contextualize how communication is developed, reviewed, coordinated, and delivered within STLT health departments
- Align communication job tasks with the CEPH MPH Foundational Competencies[1]
- Support instructional delivery in academic settings

This guide supports instructors in helping students understand how governmental public health professionals rely on communication job tasks to support governmental public health operations, coordinated response activities, community engagement, and public trust. The Facilitator Guide is informed by the 2024 Governmental Public Health Job Task Analysis.

Alignment with the CEPH MPH Foundational Competencies

This section of the facilitator guide is intended to support instructors in showing students how classroom learning connects to real-world governmental public health practice. Governmental public health job tasks were mapped to the CEPH MPH Foundational Competencies[1] to illustrate how the knowledge and skills taught in public health degree programs are applied in governmental health department settings. This mapping demonstrates how academic preparation supports workforce readiness, applied governmental public health practice, and long-term professional development within STLT public health systems. As students learn and practice these competencies, they build the knowledge and skills needed to develop proficiency in governmental public health job tasks through experience and training in the field.

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1. https://media.ceph.org/documents/2024.Criteria.pdf

Domain 2 Job Task		Related CEPH MPH Foundational Competencies
2.1	Manage broad and timely public health communications across all communities and partners	**Competency 18:** Select communication strategies for different audiences and sectors. **Competency 19:** Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.
2.2	Review and develop health education and other materials published by the agency for accuracy and compliance with applicable public health communication standards (e.g., National CLAS Standards)	**Competency 18:** Select communication strategies for different audiences and sectors. **Competency 19:** Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.
2.3	Develop accessible public health communication campaigns	**Competency 9:** Design a population-based policy, program, project, or intervention. **Competency 18:** Select communication strategies for different audiences and sectors. **Competency 19:** Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy. **Competency 20:** Describe the importance of cultural humility in communicating public health content.
2.4	Respond to requests for information and/or agency personnel appearances/interview requests from media, legislators, or public interest groups	**Competency 18:** Select communication strategies for different audiences and sectors. **Competency 19:** Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.
2.5	Communicate across agency programs, divisions, and units	**Competency 18:** Select communication strategies for different audiences and sectors.

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Domain 2 Job Task		Related CEPH MPH Foundational Competencies
2.6	Review and manage the agency's external communication (e.g., social media, billboards, print, news, radio, website).	**Competency 18:** Select communication strategies for different audiences and sectors. **Competency 19:** Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy.
2.7	Monitor communications technologies to identify mass communications that differ from, or misrepresent, agency-accepted public health messaging	*No direct CEPH MPH Foundational Competency alignment identified.*

Communication in Governmental Public Health

In STLT health departments, communication refers to the systems and practices that support the coordinated sharing of timely, accurate, accessible, and trustworthy governmental public health information to inform action and maintain public trust. This domain includes job tasks related to message development, audience engagement, interagency coordination, communication workflows, media response, external communication management, and misleading or false information monitoring.

Job tasks within this domain determine whether a health department can effectively inform communities, respond to emerging situations, support public understanding, and maintain public trust and operational credibility during rapidly evolving and high-visibility public health situations.

Communication job tasks are not separate from public health outcomes; they are the mechanism through which information is translated into governmental public health decision-making, operational response, and community action.

Communication: Job Tasks

The Domain 2 job tasks (2.1–2.7) were identified through the 2024 Governmental Public Health Job Task Analysis, a national survey of the STLT governmental public health workforce. These tasks reflect validated, practice-based responsibilities and describe how communication functions operationally within STLT health departments.

2.1 Manage broad and timely public health communications across all communities and partners

2.2 Review and develop health education and other materials published by the agency for accuracy and compliance with applicable public health communication standards (e.g., National CLAS Standards)

2.3 Develop accessible public health communication campaigns

2.4 Respond to requests for information and/or agency personnel appearances/interviews requests from media, legislators, or public interest groups

2.5 Communicate across agency programs, divisions, and units

2.6 Review and manage the agency's external communication (e.g., social media, billboards, print, news, radio, website)

2.7 Monitor communications technologies to identify mass communications that differ from, or misrepresent, agency-accepted public health messaging

Communication in Action

Day-to-day communication job tasks in a STLT health department are often continuous and systems focused. They include ensuring that accurate, timely, and accessible information is shared with the appropriate audiences, that messaging is coordinated across programs and partners, and that communication efforts align with governmental public health priorities, operational protocols, and public health guidance. This may involve developing and reviewing messages, managing communication across multiple channels, responding to media, legislative, partner, and public inquiries, and adapting communication as information evolves.

During emergencies and rapidly evolving public health events, these communication functions become highly visible operational responsibilities, as communication systems and decisions determine how effectively governmental public health agencies can coordinate response communication, inform communities, and support protective action.

Communication is foundational to governmental public health because it:

- Supports public understanding and uptake of public health guidance
- Builds and maintains trust with communities, partners, and decision-makers
- Ensures timely, accurate, and accessible information sharing
- Coordinates messaging across governmental public health programs, agencies, emergency response partners, and community organizations
- Reduces the spread and impact of misleading or false information
- Enhances transparency, credibility, and accountability
- Supports coordinated governmental public health communication during emergencies, outbreaks, and other high-visibility situations

Communication job tasks connect information to population health impact by ensuring that STLT health departments can inform, engage, and support informed action, coordinated response activities, and public trust across varied communities.

How to Use This Guide in Academic Settings

In academic instruction, this domain helps students understand that public health impact depends not only on programs and interventions, but also on how information is communicated to support action. Students may initially associate governmental public health communication primarily with messaging or health education activities. However, governmental public health communication involves coordinated governmental public health communication systems and operational processes that ensure information is accurate, timely, accessible, and responsive to audience needs. Public health systems rely on effective communication to support understanding, build trust, guide behavior, and enable coordinated governmental public health action across communities, agencies, healthcare systems, and decision-makers.

This guide is adaptable throughout schools and programs of public health, as well as other related educational disciplines, supporting instruction at the undergraduate and graduate levels, including but not limited to courses in public health communication, health education and promotion, policy and advocacy, emergency preparedness, community engagement, and leadership.

SUGGESTED INSTRUCTIONAL FLOW

1. Introduce communication and what these job tasks mean in governmental public health practice.
2. Define key components of communication, including message development, audience engagement, communication channels, and feedback processes.
3. Review job tasks 2.1–2.7 through applied examples.
4. Align job tasks to CEPH MPH Foundational Competencies.
5. Facilitate discussion focused on how communication job tasks support governmental public health programs, operations, and emergency response activities.
6. Conclude with reflection on how communication job tasks strengthen governmental public health capacity, operational effectiveness, and public trust.

SUGGESTED INSTRUCTIONAL STRATEGIES

In addition to adapting and/or presenting the Domain 2 slide deck, instructors may consider:

Audience Adaptation Exercise
Provide a communication scenario and ask students to develop messages for different audiences, adjusting tone, language, and level of detail, and justifying their choices (Job Tasks 2.1, 2.3, 2.6).

Communication Under Uncertainty Scenario
Present incomplete or evolving information and ask students to draft a communication, identify what is known versus what is unknown, and explain how they would address uncertainty (Job Tasks 2.1, 2.4).

Material Review Exercise
Provide sample communication materials and ask students to assess accuracy and clarity, evaluate accessibility and relevance, and suggest improvements (Job Task 2.2).

Misleading or False Information Response Scenario
Present an example of misleading or false information and ask students to determine whether a response is warranted, draft an appropriate response, and consider risks of amplification (Job Tasks 2.4, 2.7).

These activities help students connect communication systems and decision-making to real governmental public health outcomes and operational response activities.

Implementation in Schools and Programs of Public Health

The Domain 2: Communication slide deck and instructional materials are adaptable throughout academic spaces, including:

Single or multi-week modules in public health courses, including:

- Introduction to Public Health Communication
- Public Health Messaging and Media
- Social and Behavioral Aspects of Health Communication
- Risk and Crisis Communication
- Global Health Communication

Guest lectures, seminars, and grand rounds

Applied learning intensives or capstone preparation sessions

Strengthening Practice Understanding for Instructors

Instructors may consider the following examples when explaining communication job tasks. Concrete examples strengthen academic delivery and help students understand how communication job tasks influence governmental public health capacity, operational coordination, and community trust.

EXAMPLE 1: **OUTBREAK COMMUNICATION**

A health department may:

- Release initial guidance with incomplete information
- Update messaging as evidence evolves
- Coordinate across agencies
- Respond to media inquiries

EXAMPLE 2: **PUBLIC HEALTH CAMPAIGN**

A health department may:

- Develop targeted messaging for specific populations
- Ensure accessibility and community relevance
- Disseminate across multiple platforms
- Monitor engagement and feedback

EXAMPLE 3: **MEDIA RESPONSE**

A health department may:

- Respond to legislative or media inquiries
- Maintain neutral, professional tone
- Balance transparency with legal/ethical constraints

Toolkit Components – Instructional Materials for Domain 2: Communication

The Domain 2: Communication toolkit is structured to help instructors teach governmental public health communication infrastructure and operational systems in a way that is conceptually clear, grounded in real-world systems, and aligned with the CEPH MPH Foundational Competencies.

Student-Facing Instructional Slides

The student-facing slides introduce each Domain 2 job task and provide:

- An overview of each job task
- A clear explanation of how the job task functions within communication
- Practical examples of how the job task appears in STLT health department settings
- Identification of skills strengthened through the job task (e.g., judgment, communication, collaboration)

The slide deck is designed to build shared vocabulary and conceptual clarity around communication job tasks in governmental public health. It reinforces that communication job tasks are essential to governmental public health operations, coordinated response activities, and public trust.

Real-World Example Slides

Each Domain 2 job task is paired with a real-world example drawn from large-scale governmental public health infrastructure efforts. These examples demonstrate how communication job tasks operate within real governmental public health systems and response environments.

Examples include:

Job Task 2.1 - Georgia Department of Public Health Measles Advisory

- Provides a real example of how health departments communicate timely information during an emerging public health situation, balancing transparency, uncertainty, and audience needs.

Job Task 2.2 - Georgia Department of Public Health MMR Vaccine Social Media Post

- Demonstrates how public health materials are reviewed and developed to ensure accuracy, clarity, accessibility, and audience-appropriate messaging.

Job Task 2.3 - Texas Department of State Health Services "Vapes Down" Campaign Toolkit

- Illustrates how health departments design accessible, multi-channel communication campaigns tailored to different audiences.

Job Task 2.4 - Harris County Public Health Press Release (West Nile Virus)

- Shows how health departments respond to media and public information requests with clear, professional, and actionable messaging.

Job Task 2.5 - Internal Communication in Governmental Public Health Agencies

- Highlights how governmental public health agencies coordinate internal communication across programs, divisions, leadership, and response teams to support consistent messaging, operational coordination, and external communication.

Job Task 2.6 - Georgia Health Alert Network (GAHAN)

- Demonstrates how health departments manage and coordinate communication across multiple external channels to ensure consistency and reach.

Job Task 2.7 - California Department of Public Health WhatsApp Communication Initiative

- Provides an example of how health departments respond to misleading or false information using targeted, accessible communication strategies.

These examples are included to ground instruction in recognizable governmental public health structures, demonstrate how job tasks appear in real systems, and support governmental public health capacity and performance.

Instructor Guidance Slides

Instructor guidance slides accompany each job task and include:

- Framing notes explaining the context of the job task within the domain
- Suggested instructional emphasis
- Clarification of systems-level implications
- Discussion prompts to deepen student understanding
- Explicit alignment with the CEPH MPH Foundational Competencies

Domain 2 Example Activities

This collection includes sample activities that instructors can incorporate into courses to reinforce the competencies and job tasks within this domain. Each activity is designed to engage students in authentic governmental public health scenarios while building practical workforce skills.

Instructional Emphasis

When facilitating instruction on communication, instructors should prioritize applied systems understanding over procedural detail.

Instructors should:

- Reinforce that communication is a core governmental public health operational function
- Emphasize decision-making under uncertainty
- Highlight audience-centered communication
- Normalize trade-offs and imperfect information
- Connect communication to public trust, accountability, and coordinated governmental response
- Encourage collaboration and shared responsibility

Effective instruction should continually reconnect students to the central question:

How does Domain 2: Communication enable governmental public health departments to communicate responsibly to support coordinated action, public trust, accountability, and governmental public health response?