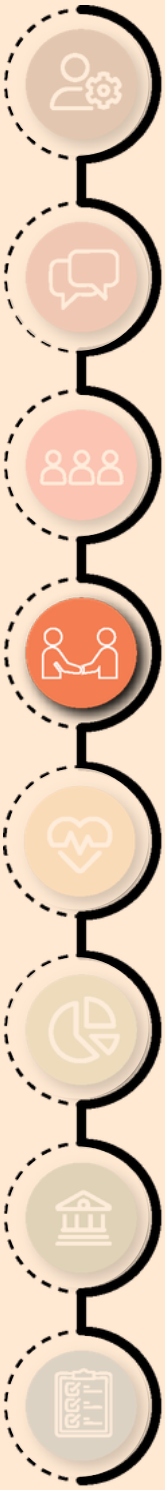
DOMAIN 4 DIRECT AND FIELD SERVICES

# Facilitator Guide



## Domain 4: Direct and Field Services Instructional Materials

This facilitator guide is for instructors in schools and programs of public health who are teaching students how direct and field services function in governmental public health practice.

This guide is designed to:

- Clarify how direct and field services function within governmental public health systems and service delivery operations
- Demonstrate how direct and field services support governmental public health operations, emergency response, and community-based service delivery within state, Tribal, local, and territorial (STLT) health departments
- Support instructional delivery in academic settings
- Explain how direct and field services job tasks are operationalized across clinical, community, environmental, and field-based governmental public health settings
- Align direct and field services job tasks with the CEPH MPH Foundational Competencies[1]

This guide supports instructors in helping students understand how governmental public health relies on direct and field services to deliver essential public health programs, respond to community needs, implement policy, and support frontline governmental public health operations. The Facilitator Guide is informed by the 2024 Governmental Public Health Job Task Analysis.

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

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DOMAIN 4

# Alignment with 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 STLT health department settings. This mapping demonstrates how academic preparation supports workforce readiness and professional growth in governmental public health. 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.

| Domain 4 Job Task | Related CEPH MPH Foundational Competencies |
|---|---|
| **4.1** Provide direct public health services in the community | *No direct CEPH MPH Foundational Competency alignment identified.* |
| **4.2** Ensure equitable access to and utilization of public health services through guidance, referrals, linkage, case management, and follow up | **Competency 7:** Assess population needs, assets, and capacities that affect communities' health.<br><br>**Competency 21:** Integrate perspectives from other sectors and/or professions to promote and advance population health. |

# Direct and Field Services in Governmental Public Health

In STLT health departments, direct and field services refer to governmental public health services delivered directly to individuals, families, and communities.

These services may include:

- Immunization clinics
- Communicable disease investigation and contact tracing
- Maternal and child health home visiting
- Environmental health inspections
- Case management and referral services
- Community-based screening events

Direct services involve structured governmental public health interactions with individuals or families to assess needs, provide services, deliver interventions, coordinate care, or connect individuals to services.

Field services extend public health beyond office-based settings into community environments. Field services often include outbreak investigations, home visits, environmental assessments, and outreach activities conducted where people live, work, and gather.

Direct and field services job tasks do not occur in isolation. They operate within regulatory frameworks, funding structures, community partnerships, and broader public health systems. These job tasks are often the most visible functions of STLT health departments, and they are supported by upstream planning, surveillance, policy, partnerships, and infrastructure.

## Direct and Field Services: Job Tasks

The Domain 4 job tasks were identified through the 2024 Governmental Public Health Job Task Analysis, a national study of the responsibilities and functions of the STLT governmental public health workforce. These tasks reflect validated, practice-based responsibilities and describe how direct and field services are carried out operationally within STLT health departments.

**4.1**
Provide direct public health services in the community

**4.2**
Ensure equitable access to and utilization of public health services through guidance, referrals, linkage, case management, and follow up

## Direct and Field Services in Action

Day-to-day direct and field services job tasks are highly applied and often community-facing. They involve both structured service environments and dynamic field settings.

Operationally, this may include:

- Conducting vaccination clinics in community centers, schools, or mobile units
- Performing restaurant inspections and documenting compliance findings
- Responding to reports of communicable disease and initiating case investigations
- Providing linkage to care, referrals, and case management, and follow-up coordination for individuals with chronic conditions
- Following up with clients to support successful referrals and continuity of services
- Conducting home visits to assess environmental or health risks

Direct and field services job tasks require coordination across divisions, documentation for regulatory compliance, and alignment with funding requirements. They also require strong communication skills, ethical decision-making, and responsiveness to community conditions.

Direct and field services job tasks frequently require balancing standardized protocols with real-world variability. Local conditions, resource constraints, emergency situations, and community context all influence service delivery.

Direct and field services job tasks are foundational to governmental public health because they:

- Ensure access to essential public health services across communities
- Operationalize public health policies and programs
- Provide real-time operational information about community health conditions and emerging public health threats
- Support rapid response to health threats
- Address social and community conditions that influence health outcomes
- Strengthen trust, visibility, and ongoing relationships between governmental public health agencies and communities

Without direct and field services job tasks, public health systems would lack the mechanisms to implement policy, translate planning into action, and respond rapidly to emerging public health threats and emergencies.

Understanding the job tasks within this domain equips future professionals to:

- Deliver services ethically and effectively
- Navigate regulatory and funding structures
- Integrate surveillance, documentation, and data systems into frontline governmental public health response activities
- Strengthen trust and community relationships
- Translate systems-level decisions into community-level action

## How to Use This Guide in Academic Settings

In academic instruction, this domain emphasizes the role of direct and field-based services in translating public health knowledge into action. Many students already associate governmental public health with hands-on activities such as service delivery, health education, or epidemiology. This domain builds on that understanding by highlighting how frontline practice – through outreach, field investigation, service delivery, and community-based response activities – addresses immediate community needs while supporting broader governmental public health goals, emergency preparedness, and population health outcomes.

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 community health, applied epidemiology, and emergency response.

## SUGGESTED INSTRUCTIONAL FLOW

1. Introduce direct and field services and what these job tasks mean in governmental public health.
2. Review job tasks 4.1-4.2 through applied examples.
3. Align job tasks to CEPH MPH Foundational Competencies.
4. Facilitate discussion on how direct and field services job tasks operate within governmental public health programs, emergency response activities, and community-based services.
5. Conclude with reflection on how direct and field services job tasks strengthen public health capacity while influencing population health outcomes and community trust.

## SUGGESTED INSTRUCTIONAL STRATEGIES

In addition to adapting and/or presenting the Domain 4 slide deck, instructors may consider incorporating the following approaches:

**Service Mapping Exercise:** Present a public health issue (e.g., rising STI rates, asthma exacerbations, foodborne illness) and ask students to map what direct and field services would be required to address it.

**Field Scenario Analysis:** Provide a realistic field-based scenario (e.g., outbreak investigation, home environmental assessment) and ask students to identify protocols, documentation requirements, referral pathways, and ethical considerations.

**Access to Services Discussion:** Ask students to examine barriers to service utilization and propose strategies to ensure access to services across communities.

**Systems Connection Reflection:** Have students trace how a strategic plan or funding requirement influences frontline governmental public health service delivery.

These activities move students from conceptual definitions to applied systems thinking.



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## Implementation in Schools and Programs of Public Health

The Domain 4: Direct and Field Services slide deck and instructional materials are adaptable across academic spaces, including:

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

- Public Health Service Delivery
- Community Health Practice
- Field Methods in Community Health
- Advanced Field Epidemiology
- Interprofessional Practice in Community Health
- Applied Surveillance and Field Investigation

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 direct and field services job tasks. Concrete examples strengthen academic delivery and help students understand how direct and field services influence governmental public health performance.

EXAMPLE 1: **IMMUNIZATION CLINIC OPERATIONS**

A local immunization program may:

- Coordinate vaccine ordering and manage vaccine inventory
- Schedule community-based vaccination clinics
- Conduct eligibility screening
- Document vaccinations in immunization information systems
- Report required immunization and operational data to governmental public health information systems
- Provide reminder, follow-up, and outreach communications

## EXAMPLE 2: **COMMUNICABLE DISEASE INVESTIGATION**

A communicable disease investigator may:

- Receive laboratory reports
- Conduct exposure assessments and support case management
- Identify and notify contacts, offering referrals and follow-up
- Document case findings and follow-up activities in governmental public health surveillance systems
- Contact individuals for case interviews and provide guidance, referrals, and linkage to care
- Provide isolation guidance

## EXAMPLE 3: **ENVIRONMENTAL HEALTH INSPECTION**

An environmental health specialist may:

- Conduct on-site inspections
- Provide corrective guidance to resolve issues
- Record inspection findings to support regulatory compliance and enforcement activities
- Identify and document violations
- Issue enforcement notices if needed

# Toolkit Components – Instructional Materials for Domain 4: Direct and Field Services

The Domain 4: Direct and Field Services toolkit is structured to help instructors teach service delivery in a way that is conceptually clear, grounded in governmental public health systems, and aligned with the CEPH MPH Foundational Competencies.

## Student-Facing Instructional Slides

The student-facing slides introduce each Domain 4 job task and provide:

- An overview of each job task
- A clear explanation of how the job task functions within direct and field services
- Practical examples of how the job task appears in STLT health department settings
- Identification of skills strengthened through the job task (e.g., communication, ethical decision-making, adaptability, systems thinking)

The slide deck is designed to build shared vocabulary and conceptual clarity around direct and field services job tasks in governmental public health. They help students understand that direct and field services are structured, regulated, documented, and integrated within broader governmental public health systems and operational infrastructure.

## Real-World Example Slides

Each Domain 4 job task is paired with a real-world example drawn from governmental public health practice.

Examples include:

- Lessons Learned From a Centers for Disease Control and Prevention Virtual Partner Services Technical Assistance Pilot Project to Respond to a Local Syphilis Outbreak (Job Task 4.1)
- Seattle-King County (SKC) Healthy Homes Project (Job Task 4.2)

These examples are included to ground instruction in recognizable governmental public health structures and demonstrate how job tasks are operationalized within broader public health systems.



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## 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 4 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 direct and field services, instructors should prioritize applied systems understanding over procedural detail.

Emphasize that direct and field services:

- Operate within regulatory and funding structures
- Require documentation, accountability, and performance monitoring
- Depend on interprofessional coordination
- Must promote accessible and culturally responsive services
- Translate governmental public health policy, planning, and funding priorities into community-level service delivery and impact

Instructors should:

- Reinforce that service delivery is embedded within larger systems
- Highlight how funding influences scope and sustainability of services
- Clarify how emergency response activities integrate with routine governmental public health service infrastructure
- Emphasize communication, trust-building, and ethical engagement
- Encourage students to consider how service delivery informs policy and planning

Effective instruction should continually reconnect students to the central question:

***How does Domain 4: Direct and Field Services support sustained population health improvement, emergency readiness, and community trust within governmental public health systems?***