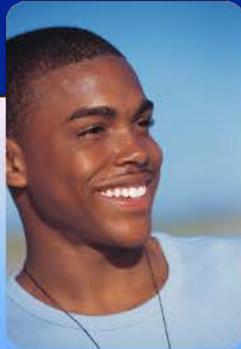


# Achieving Health Equity through Public Health Workforce Diversity



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Centers for Disease Control and Prevention

*2016 CUPS and Dr. James A. Ferguson Emerging Infectious Diseases  
Fellowship Program Orientation*

*June 2, 2016*

National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention  
Office of Director





“I think we can move beyond disparity- because I look at the world, at everything, as if it is a half-filled glass. I think the word disparity puts the weight on the already encumbered. I think if I look at it as ‘equity,’ I have a different image...more emphasis on opportunity, on seeking, with more resolve, more hope.”

Dr. Maya Angelou

# What is Public Health?

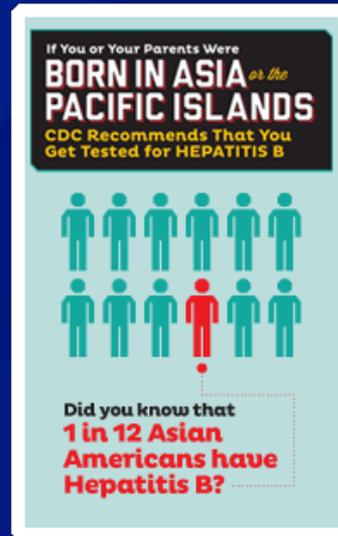
- **Public health is the science of protecting and improving the health of families and communities through**
  - **promotion of healthy lifestyles,**
  - **research for disease and injury prevention and**
  - **detection and control of infectious diseases**
- **Public health is concerned with protecting the health of entire populations**



# Public Health vs. Medicine

- **Public Health**

- Focus on populations
- Goal is prevention



- **Medicine**

- Focus on individuals
- Goal is diagnosis and treatment



## What is Health Equity?

- ❑ **The opportunity for everyone to attain his or her full health potential**
- ❑ **No one is disadvantaged from achieving his or her potential because of his or her social position or other socially determined circumstance**
  - Equal access to quality education, healthcare, housing, transportation, other resources
  - Equitable pay/income
  - Equal opportunity for employment
  - Absence of discrimination based upon social status/other factors

# Public Health Approach



**Surveillance**

- What is the problem?

**Risk Factor Identification**

- What is the cause?

**Intervention Evaluation**

- What works?

**Implementation**

- How do you replicate it?

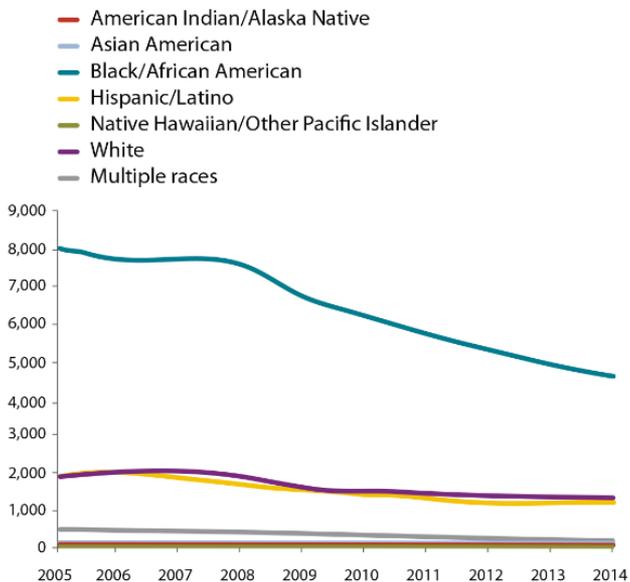


**Problem**

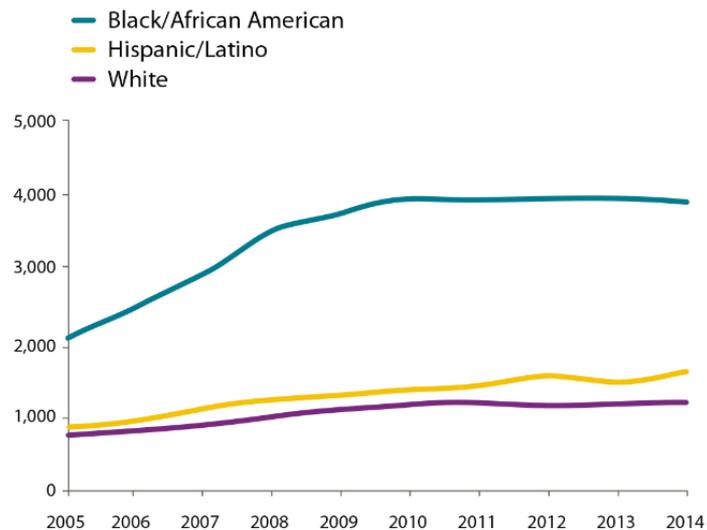
**Response**

# Trends in HIV Disparities

## HIV Diagnoses among Women by Race/Ethnicity, 2005-2014



## HIV Diagnoses among MSM age 13-24 by Race/Ethnicity, 2005-2014



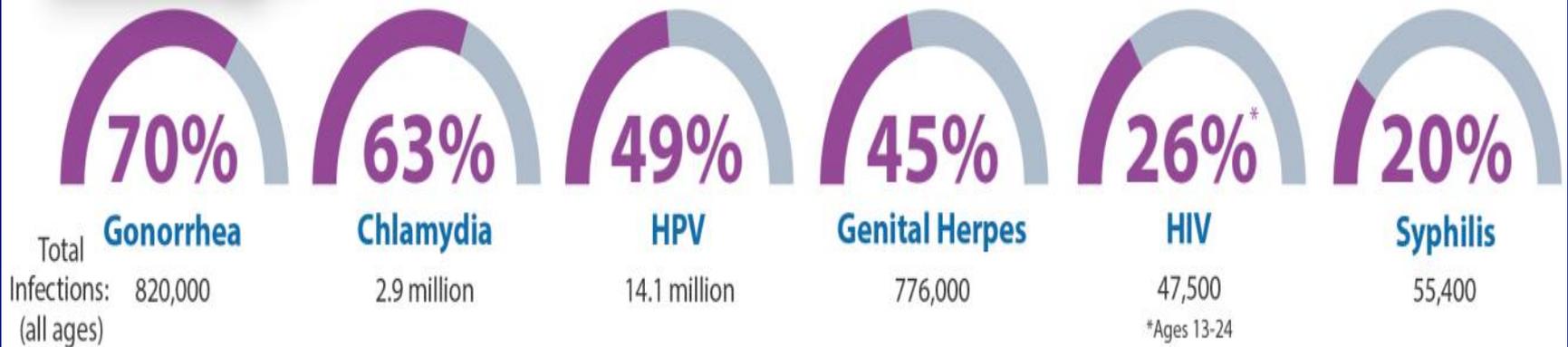
### Surveillance

- What is the problem?

Ages 15-24

Ages 25+

## Young people account for a substantial proportion of new STIs



### Surveillance

- What is the problem?

## Adolescent Sexual Health

Almost half of high school students have had sex

Of these, **4 in 10** didn't use a condom the last time they had sex

and **1 in 5** drank alcohol or used drugs the last time they had sex

- CDC 2013 Youth Risk Behavior Survey



### Risk Factor Identification

- What is the cause?



# The Lowdown on How to Prevent STD Campaign



## Get Tested

Many STDs don't have symptoms, but they can still cause health problems.



Talk with your health care provider  Search for CDC recommended tests  Find a location to get tested for STDs 

## Use Condoms

Using a condom correctly every time you have sex can help you avoid STDs.

Condoms lessen the risk of infection for all STDs. You still can get certain STDs, like herpes<sup>[1]</sup> or HPV<sup>[2]</sup>, from contact with your partner's skin even when using a condom.



### Implementation

- How do you do it?

It's #SpringBreak! Get the lowdown on how to prevent #STDs before you hit the beach!

<http://www.cdc.gov/std/prevention/lowdown/index.html>

# Act Against AIDS National Testing Campaign



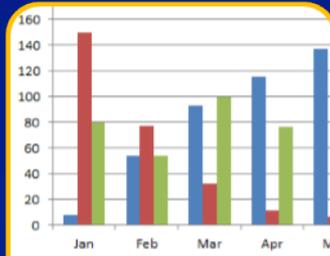
## Implementation

- How do you do it?

# Public Health Approach to Diversity in Public Health Workforce



Diversity in the public health workforce



Public health data compared to census data



Interventions needed to have a more diverse workforce



Achieving Health Equity

Problem

Response

# Challenges Facing the Public Health Workforce

Generational Gap  
and Workforce  
Shortage

(Beck & Boulton, 2012)

Worker knowledge,  
attitude and  
behavior change

(Cioffi et al., 2004)

Lack of Diversity  
and Health  
Disparities

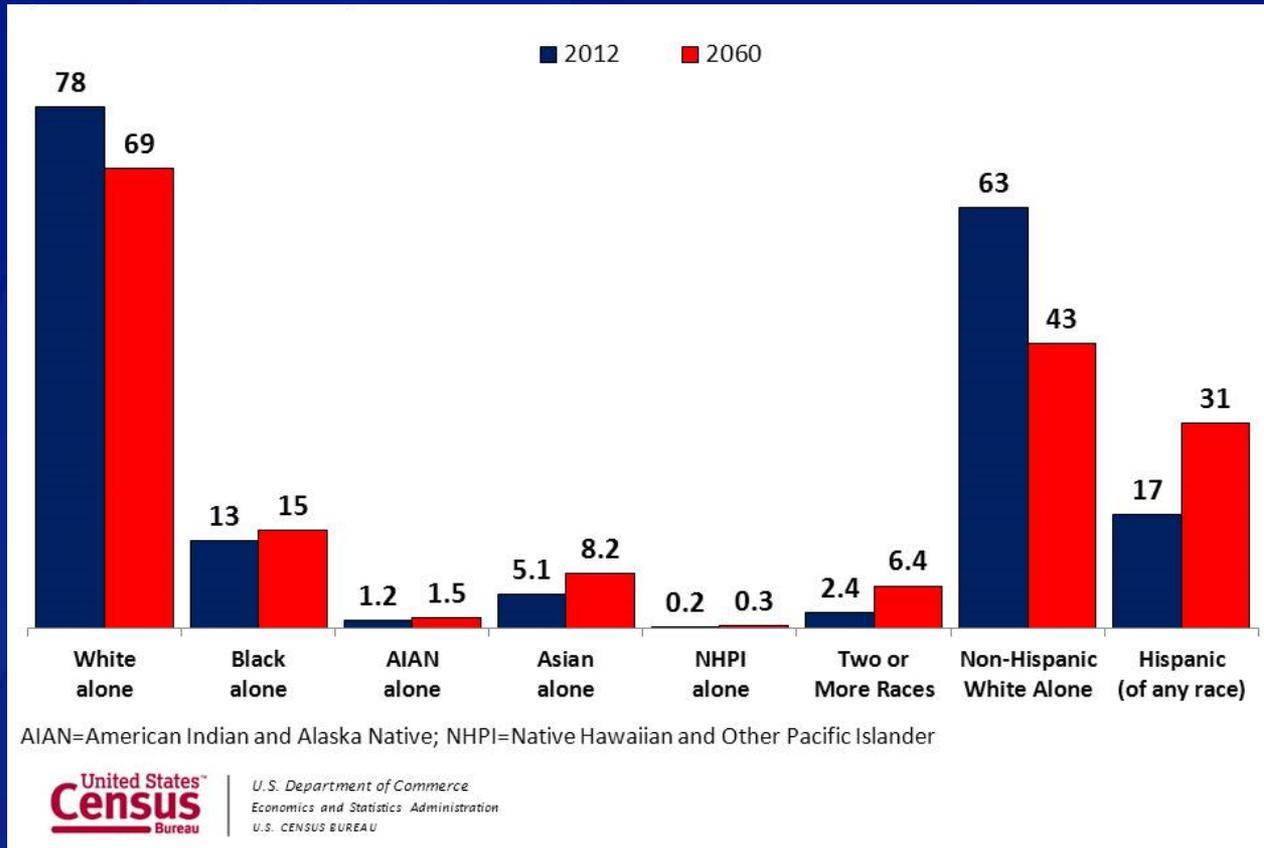
(NACHHO, 2009)

# Current State of Public Health Workforce

- 500,000 working public health professionals
- Small amount received formal education, many are trained on the job
- Public health job loss
  - 55,000 state and local jobs lost since 2008
  - Health agency employees are now doing the work of 2 or 3
  - Need innovation to collaborate and work more efficiently (Jarris, 2012)



# U.S. Population by Race & Hispanic Origin: 2012 & Projected 2060, Percent of Total Population



- Minorities, now **37 percent** of the U.S. population, are projected to comprise **57 percent** of the population in 2060

# Lack of Diversity in the Public Health Workforce

36% of the US population belongs to a racial or ethnic minority group

- Only 10% of the public health workforce are from underrepresented groups

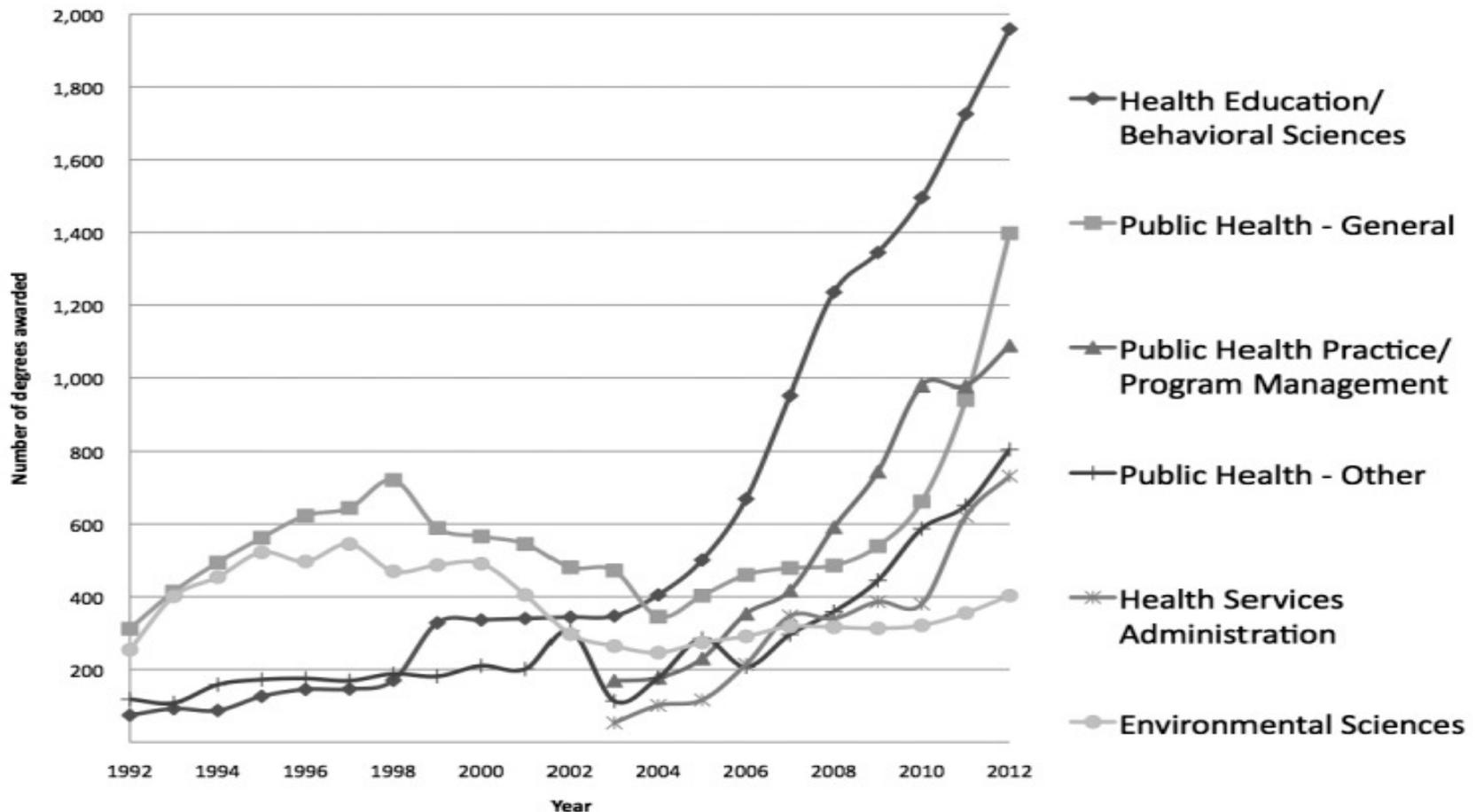
African Americans account for 12% of the US population

- Less than 5% of the public health workforce

Hispanics account for 16% of the US population

- Less than 2% of the public health workforce

# Number of Undergraduate Public Health Degrees Conferred in the U.S., by ASPPH Program Area, 1992 – 2012



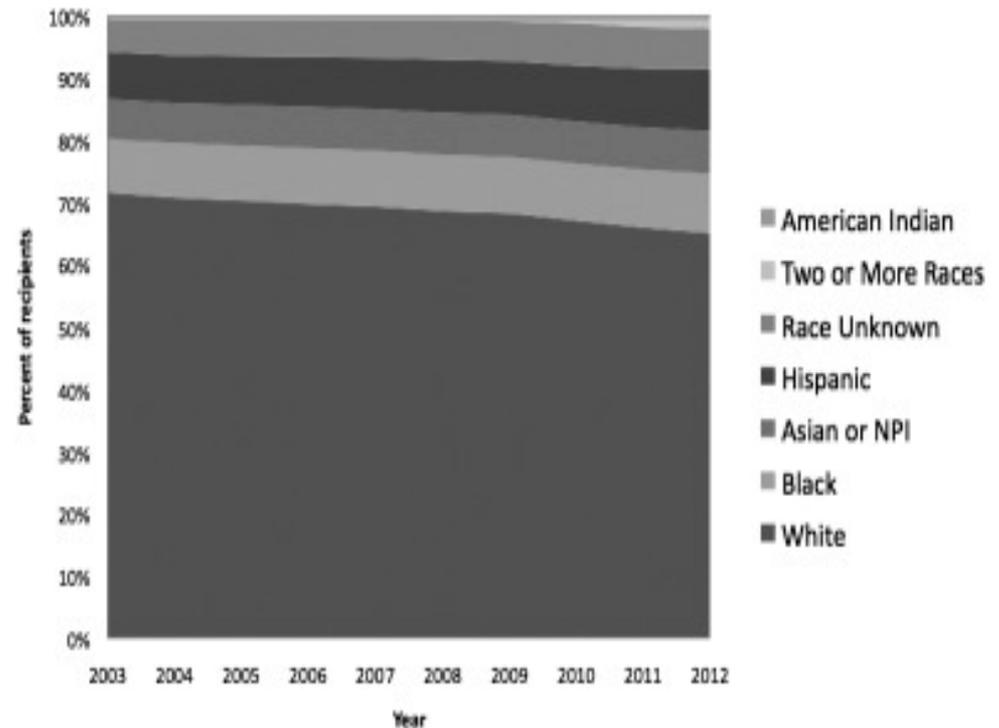
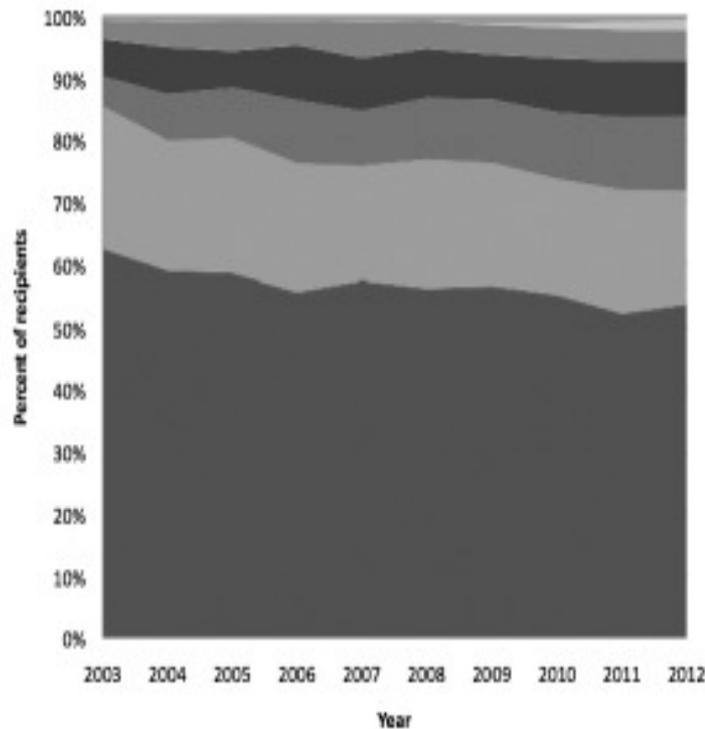
Public Health Rep. 2016 Jan-Feb; 130(1): 104–113.

ASPPH = Association of Schools and Programs in Public Health

# Undergraduate Public Health Degrees

# All Undergraduate Degrees

by Race/Ethnicity, 2003 – 2012, United States



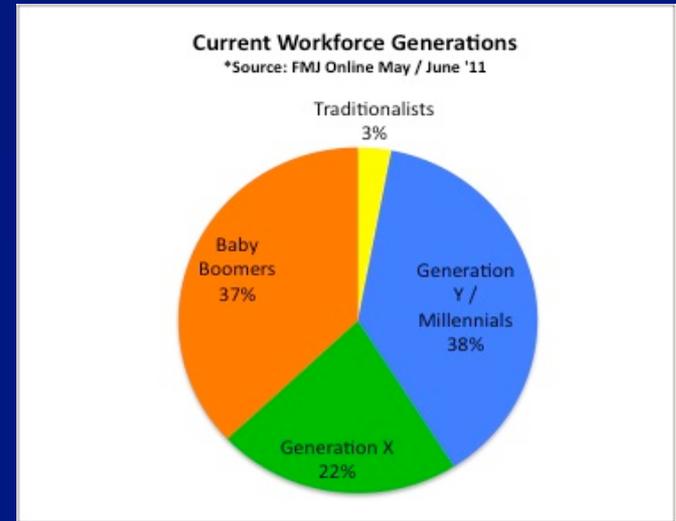
# Aging Public Health Workforce

Level	Percent Eligible to Retire by 2012	Percent of Total Workforce	Total Workforce	Number Eligible to Retire
Federal	44	19	450,000	37,620
State	29	33	450,000	43,065
Local	19	34	450,000	29,070
Total Eligible to Retire				109,755

- ❑ **By 2020, a shortfall of more than 250,000 public health workers expected, according to Association of Schools of Public Health estimates**

# Workforce Shortage and Demographics of US Population

- 25% of public health workforce retirement eligible
- Leverage assets of the new generation and experienced workforce to tackle complex health issues
- Changing demographics of the US population
  - Increasing racial/ethnic minority population
  - Ensuring that the public health workforce reflects the growing population of racial/ethnic minorities may decrease disparities (Perlino, 2006)
  - Generational gap



# CDC Pathway to the future...

CDC Home



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CDC 24/7: Saving Lives. Protecting People.™

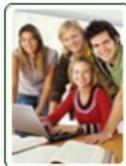
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## Public Health Training Fellowships

We are looking for motivated students, graduates, and health professionals for a variety of exciting public health training programs.

[Print page](#)

### Student Internships and Fellowships



- High school students
- College students
- Graduate students
- Medical students
- Veterinary students

### Post-doctoral Research Fellowships



- Scientists
- Researchers
- Laboratorians
- Public health professionals

### Career Training Fellowships



- Graduates with bachelor's, master's, or doctoral degree
- Medical or health professionals
- Public health professionals

### CDC Training Resources

- [CDC Learning Connection](#)
- [Minority Health Workforce Internship Opportunities](#)
- [Training and Continuing Education Online](#)
- [CDC TRAIN](#)

### Contact Us:

Centers for Disease Control and Prevention  
1600 Clifton Rd  
Atlanta, GA 30333

[800-CDC-INFO](tel:800-CDC-INFO)   
(800-232-4636)

TTY:  
(888) 232-6348   
24 Hours/Every Day

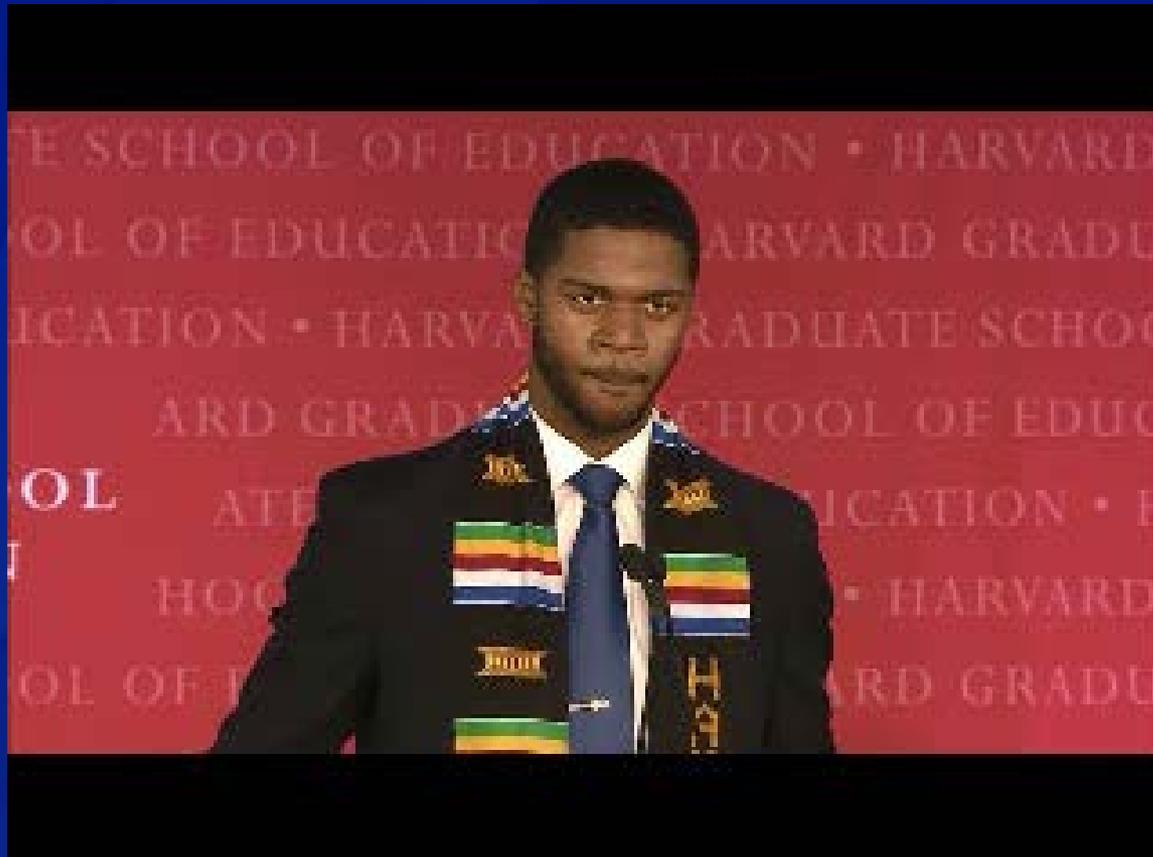
[cdcinfo@cdc.gov](mailto:cdcinfo@cdc.gov)

### Other Public Health Fellowship Programs

- [APHL Workforce Development](#) — Association of Public Health Laboratories (APHL) offers training and fellowship programs to help scientists prepare for laboratory careers in public health.
- [ASPPH Fellowships](#) — Association of Schools and Programs of Public Health (ASPPH) offers 1 to 2-year training programs in public health for recent graduates of ASPPH member schools.
- [ORISE Internships, Scholarships and Fellowships](#) — Oak Ridge Institute for Science and Education (ORISE) offers opportunities for internships, scholarships, fellowships and research experience for science and engineering students and educators.

<http://www.cdc.gov/fellowships/>

**Donavan Livingston, Ed.M.**  
**Harvard Graduate School of Education, May 25, 2016**



# Donavan Livingston, Ed.M.

Harvard Graduate School of Education, May 25, 2016



“At the core, none of us were meant to be common.

We were born to be comets,  
Darting across space and time —  
Leaving our mark as we crash into everything.

A crater is a reminder that something amazing happened here —  
An indelible impact that shook up the world.

Are we not astronomers — looking for the next shooting star?

I teach in hopes of turning content, into rocket ships —

Tribulations into telescopes,  
So a child can see their potential from right where they stand.”

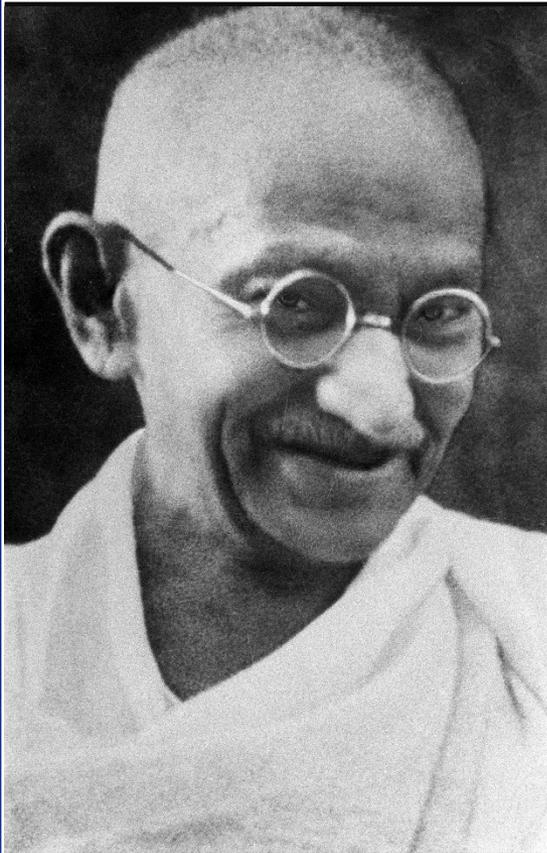
## **We All Have a Role To Play**

- **How can your generation as a whole contribute to the Public Health Workforce?**
- **What role do you see for yourself as a part of the public health workforce?**
- **What role can you play to help reach underserved populations and achieve health equity?**
- **Tweet your ideas about how you and your generation can help strengthen the Public Health Workforce and improve the health of the nation!**

**\*Use hash tag #WorkforceDev and CUPS2016**

**\*Follow me on : @DrDeanCDC**

## *Can I really make a difference?*



“It’s the action, not the fruit of the action, that’s important. You have to do the right thing. It may not be in your power, may not be in your time, that there’ll be any fruit. But that doesn’t mean you stop doing the right thing. You may never know what the results come from your action. But if you do nothing, there will be no result.”

-Mahatma Gandhi



Saving Lives.  
Protecting People.™

LEARN MORE ABOUT HOW  
CDC WORKS FOR YOU.



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