

# Betty C. Jung's Web site

<http://www.bettyjung.net/Phenomdes.htm>


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## Public Health Expertise Network of Mentors (PHENOM) Program Description *INTERNET EDITION, Year 2013 - 2014*

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### *PHENOM's Quick-pick Table*

I would like to...	Then, go to...
Look at a description of the Public Health Expertise Network of Mentors (PHENOM)Program	<a href="#"><u><i>PHENOM Program Description</i></u></a>
Look at biosketches of public health professionals who would be willing to mentor me	
Look at available mentors sorted by job titles, geographic locations and work settings	<a href="#"><u><i>PHENOM Listings</i></u></a>



Look at mentor responses to career and public health practice questions	<b>PHENOM Blog</b>
Look at public health student experiences with PHENOM mentors	<u><a href="#">In their own words</a></u>
Look at free continuing education offerings for CECHs, CEUs, CMEs, etc.	<b>PUBLIC HEALTH CONTINUING EDUCATION OPPORTUNITIES</b>
See some guidance about public health careers &/or look for a job	<b>Job Index</b>
See the index for everything Public Health	<b>PUBLIC HEALTH SITE INDEX</b>
Ask a question	<u><a href="#">Ask a question!</a></u>
Give some feedback	<u><a href="#">Provide feedback so we can make PHENOM better!</a></u>



**MENTORS**  
PEER RESOURCES



By Betty C. Jung, MPH, P.H.E.N.O.M. Program Director

Citation: Jung, BC (2002 - 2014). Public Health Expertise Network of Mentors Program Description.

**From Southern Connecticut State University Alumni Magazine, Spring '03:**

***"PUBLIC HEALTH MENTORING GROUP"***

*As a recent graduate, Betty C. Jung, M.P.H. '93, envisioned a mentoring program that would provide students with advice on the public health field--from selecting the most useful classes to finding a job. Enlisting the aid of 22 of her classmates, she formed the Graduate Alumni Mentor Program, serving as program coordinator. During the next 10 years, the program evolved and grew impressively. Now known as the Public Health Expertise Network of Mentors, (P.H.E.N.O.M.), the program is administered entirely over the Web and features 24 mentors, most of whom are SCSU alumni. The Web site [www.bettyjung.net/Phenom.htm](http://www.bettyjung.net/Phenom.htm) also includes pages devoted to the most frequently requested topics, including finding a job, research methods, biostatistics information, and public health resources. Jung currently serves as the program director.*

*P.H.E.N.O.M. has been approved by the international Web-based mentoring organization, Peer Resources Network.*



*If you are interested in becoming a public health mentor or would like more information on the program, contact Betty Jung via email at [bettyjung@yahoo.com](mailto:bettyjung@yahoo.com)*

**Source: Southern Magazine. Spring 2003**

## Philosophy & History of Phenom (1993-2013)

### **HOW PHENOM MEETS THE CORE COMPETENCIES FOR PUBLIC HEALTH PROFESSIONALS**

**The Council on Linkages Between Academia and Public Health Practice "Core Competencies for Public Health Professionals" provides competency-based guidance for public health practice.**

PHENOM strives to enhance the practice skills of public health mentees and mentors in the area of "Leadership and Systems Thinking Skills" in the following ways:

ROLE	CORE COMPETENCY
PHENOM Mentee	8A6. Tier 1: Participates in mentoring and peer review or coaching opportunities
PHENOM Mentor	8B6. Tier 2: Establishes mentoring, peer advising, coaching or personal development opportunities for the public health workforce
PHENOM Program	8C6. Tier 3: Promotes mentoring, peer advising, coaching or other personal development opportunities for the public health workforce, including him or herself

PHENOM also recognizes the importance of incorporating the following competencies into the provision of mentoring services:

AREA	COMPETENCIES ADDRESSED
Analytical/Assessment Skills	1A5-1C4. Use public health data 1A12-1C12. Describe and use data to address issues
Policy Development/Program Planning Skills	2A6-2C8. Program planning processes 2A7-2C9. Policies and procedures 2A8-2C10. Program evaluation 2A10-2C12. Continuous quality improvement
Communication Skills	3A3-3C3. Gathering community-based input 3A4-3C4. Variety of approaches to disseminate public health information (e.g., social network, media, blogs) 3A6-3C6. Applies communication and group dynamic strategies
Cultural Competency Skills	4A1-4C1. Use strategies for interacting with persons from diverse backgrounds 4A2-4C2. Be cognizant of the role of cultural, social and behavioral factors in accessibility, availability, acceptability and delivery of public health services 4A3-4C3. Respond to diverse needs that are the result of cultural differences
Community Dimensions of Practice Skills	5A3-5C3. Importance of stakeholders 5A4-5C4. Cultivating collaboration and partnerships 5A6-5C6. Use group processes to advance community involvement 5A8-5C8. Use community assets and resources 5A9-5C9. Use community input for program and policy development

	<b>5A10-5C10. Inform public about policies, programs and resources</b>
<b>Public Health Science Skills</b>	<b>6A5-6C5. Use scientific evidence</b> <b>6A6-6C6. Retrieve and synthesize scientific evidence</b> <b>6A7-6C7. Discuss limitations of research findings</b> <b>6A8-6C8. Advance the ethical conduct of research</b> <b>6A9-6C9. Promote the scientific base of public health</b>
<b>Leadership and Systems Thinking Skills</b>	<b>8A1-8C1. Ethical standards of practice in all interactions</b> <b>8A5-8C5. Use and advocate individual, team and organizational learning opportunities</b> <b>8A6-8C6. Mentoring (see above)</b> <b>8A7-8C7. Continuous improvement of organizational performance</b>

Source: [Council on Linkages Between Academia and Public Health Practice](#)

**PHENOM also strives to support those certified as a Certified Health Education Specialist or Master Certified Health Education Specialist to achieve many of the sub-competencies for "COMPETENCY 7.6: Promote the Health Education Profession"**

- **7.6.1 Develop a personal plan for professional growth and service**
- **7.6.3 Explain the major responsibilities of the health education specialist in the practice of health education**
- **7.6.4 Explain the role of health education associations in advancing the profession**
- **7.6.5 Explain the benefits of participating in professional organizations**
- **7.6.6 Facilitate professional growth of self and others**
- **7.6.7 Explain the history of the health education profession and its current and future implications for professional practice**
- **7.6.8 Explain the role of credentialing in the promotion of the health education profession**
- **7.6.9 Engage in professional development activities**
- **7.6.10 Serve as a mentor to others**
- **7.6.12 Engage in service to advance the health education profession.**

Source: National Commission for Health Education Credentialing Inc (NCHEC)'s [Areas of Responsibilities, Competencies, and Sub-competencies for the Health Education Specialists 2010.](#)

## **MISSION, GOALS, OBJECTIVES**

**MISSION:** To provide public health professionals opportunities to mentor anyone interested in the field of public health.

**GOAL 1:** To provide the Internet community with an on-line directory of public health practitioners who have offered to serve as career mentors to anyone interested in the field and the practice of Public Health.

- **Objective 1a :** By the start of each academic year, an updated directory will be available at: [Public Health Expertise Network of Mentors \(PHENOM\) Online Directory](#)
- **Objective 1b :** By the start of each academic year, updated listings by job title, geographic location and work setting will be available at: [Public Health Expertise Network of Mentors \(PHENOM\) Online Directory Listings](#)

**GOAL 2:** To provide the Internet community opportunities to access the collective expertise of



## PHENOM, via an online blog.

- **Objective 2** : By the start of each academic year, responses to all inquiries received will be available at: **Public Health Expertise Network of Mentors (PHENOM) Blog**

**GOAL 3:** To provide public health practitioners who are certified as a Certified Health Education Specialist (CHES) or a Master Certified Health Education Specialist (MCHES) the opportunity to earn 1 Category II CECH for each year of mentoring service provided as a mentor for PHENOM.

- **Objective 3a:** Public health practitioners who have volunteered to be a mentor for PHENOM, and who are a CHES or a MCHES must have at least one academic degree in Public Health.
- **Objective 3b:** These PHENOM mentors must ensure that their biosketch is current and up-to-date during their year of service, and that they are available and can be reached at the E-mail and/or phone listed on the **Online PHENOM directory** ;
- **Objective 3c:** These PHENOM mentors must complete one year of service, beginning July 1st to June 30th of the following year.
- **Objective 3d:** These PHENOM mentors must document at least one mentoring activity during their year of service, which can include any of the following:
  1. Responding to a PHENOM Blog inquiry;
  2. Mentoring an individual about Public Health career options and/or sharing one's professional expertise, if contacted via **PHENOM directory** or **listings** ;
  3. Mentoring an individual at the work place, at a professional meeting/or conference, or online (e.g., social media forum) about Public Health career options and/or sharing one's professional expertise and mentioning one is a member of PHENOM;
  4. Writing an article for a publication in which one shares their professional expertise and mentioning one is a member of PHENOM.
  5. List PHENOM as an organization one is involved with on a professional social network profile (e.g., LinkedIn; ResearchGate; Academia.edu)
- **Objective 3e:** These PHENOM mentors must, for purposes of program evaluation, complete:
  1. An **Activity Documentation Form** for each mentoring activity one performs;
  2. An **Annual Program Evaluation Form** upon the completion of the one-year term of service.
- **Objective 3f:** Upon successful completion of Objectives 3d and 3e, these PHENOM mentors will be provided with documentation that they can submit with their **CHES/MCHES CATEGORY II CECH CLAIM FORM** (Professional Service - I served as a mentor) to **National Commission for Health Education Credentialing, Inc.(NCHEC)** for 1 Category II CECH for each year of voluntary service.

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## EVALUATION PROCESS

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The goal of the evaluation process is to ensure that the program is a meaningful venture, fulfilling expressed wants and needs of mentors and those who utilize the program. Utilization data are gathered anonymously on all PHENOM pages. These data are used to assess how the pages are being used and by whom.

The primary objective in gathering evaluation data from mentors and those who use the Webpages and contact mentors is to:

- Assess the program's progress towards achieving its stated mission, goals and objectives;

- **Provide feedback that can be used to improve the program.**

Mentors are asked to complete the **Activity Documentation Form** for each activity they perform, or, provide a summary of its contents to the program director at the end of each yearly tenure.

At that time, each Public Health Mentor:

- (1) Is asked to fill out a one-page **Annual Evaluation Form** evaluating his/her mentoring experience;
- (2) Has the option of continue or discontinue his/her participation.

The question on the **Activity Documentation Form** : How people heard about the program - is used to ensure that the online directory and listings are useful to their intended audiences.

Mentors are asked for suggestions and comments for improving the program.

The program director analyzes all data collected from those visiting the pages and contacting mentors and from mentors and compiles statistics regarding activities, which are available as: **Annual Program Reports** .

Mentors are acknowledged for their participation by being listed on the **P.H.E.N.O.M. Appreciation Page** and **A Certificate of Appreciation** is issued to mentors completing the annual evaluation. Beginning June 2013, all mentors who are certified as either a CHES or a MCHES can earn 1 Category II CECH for each year of mentoring service.

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## **RECRUITMENT INFORMATION**

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### **WHAT ARE WE ALL ABOUT?**

By June 2013, we will have been providing mentoring services for 20 years! Basically, we are a group of volunteer public health professionals interested in helping people to learn more about the field of Public Health, and to explore career opportunities in this discipline. Those who volunteer are given the opportunity to share the professional expertise they have developed while working in the field, and in return enhance their professional growth and development in the process. Using Internet technology, we can mentor virtually anyone who has access to the Internet. Most contacts are handled over E-mail.

While the Public Health Expertise Network of Mentors (P.H.E.N.O.M.) Program continues to be a service program of the Public Health Alumni Chapter's Service Committee, providing resources to the students attending Southern CT State University's Public Health and other academic programs, we have expanded to accommodate the needs of the Internet's professional community by enhancing communication in this ever-growing medium.

The **P.H.E.N.O.M. Directory** is an on-line directory listing volunteer mentors for the current academic year. An on-line directory was first posted in 1999 to enhance dissemination of mentor information to those who access the World Wide Web. In essence, such outreach has extended beyond the physical boundaries of a college campus to the virtual worldwide Internet community. Through this medium, mentors can be reached with E-mail.

We also maintain a **P.H.E.N.O.M. Blog** in which all mentors have the opportunity to collectively



respond to mentoring requests with written responses. Those questions and answers of broader general interest are posted here.

### WHAT IS THE ROLE OF A MENTOR?

As a public health practitioner you can provide valuable insight into what employers expect of those with a college preparation in Public Health. More than in any other field, Public Health is broad, not only in scope, but in the variety of settings one can practice in. Those with a Public Health degree can bring their special skills to work settings that are not necessarily viewed as traditional Public Health settings. By making yourself available, via E-mail or phone contact, you will be able to share your academic, professional expertise and work experiences with those interested in the field. Such sharing enhances your professional growth as well.

### HOW DO I BECOME A MENTOR?

Renewable one-year voluntary terms of service follow the academic calendar. By completing a **Public Health Mentor File Form** and submitting a resume, a brief profile (biosketch) can be developed and posted on the on-line **P.H.E.N.O.M. Directory**. Those interested in your areas of expertise would then contact you for advice, information, etc. Opportunities to respond to **PHENOM Blog** queries is another way you can mentor others.

Recruitment usually occurs during the Spring (April - June) for the following academic year. Preparation of the annual online directory occurs during July and August. The **Online Mentor Profile Form** is available on the Internet all year. If you want more information, E-mail **Betty C. Jung, Program Director**.

### WHAT IS EXPECTED OF ME AS A MENTOR?

For the time you are serving as a mentor, keep track of your contacts/activities on the **Activity Documentation Form**. This will help the program director to assess the types of services the program is providing and to develop other types of activities to meet the needs of individuals contacting mentors. At the end of the academic year you will be expected to submit these forms and to fill out the **Annual Program Evaluation Form**. At that time you can choose to continue for another year, or take a break. Your feedback is essential to the annual program report.

### WHAT CAN I EXPECT AS A MENTOR?

You may or may not get contacted. Most contacts are made via E-mail. Responses can vary from 5 - 30 minutes (the time it takes to write an E-mail response). Telephone contacts last anywhere from 5 to 20 minutes. Contact data are being collected for purposes of assessing and evaluating program activities.

You can be proactive and mentor others in whatever circumstances you may find yourself in - the workplace, meetings, conferences, etc.

Content includes questions about what a mentor is doing at his/her workplace, questions regarding one's professional expertise, how to become certified in a specialty area (e.g., health education credentialing, registered sanitarian requirements, etc.), academic course requirements in public health courses, what kinds of skills are expected for a particular public health discipline (i.e., best evaluation methods for health education interventions, types of statistical programs an epidemiologist may need to know, etc.), to name a few.

**If you are a CHES or a MCHES, your willingness to mentor others about your professional expertise will be recognized. Upon meeting the objectives of PHENOM Program's Goal 3, you can earn 1 Category II CECH for each full year of voluntary service.**

## **Join Now!!!**

**E-mail Betty with the information requested on the Profile Form and a copy of your resume.**

**To be listed for the coming academic year, send information by June 30th of the current year.**

**QUESTIONS, COMMENTS, ETC.** can be directed to the P.H.E.N.O.M. Program Director, Betty C. Jung. She can be reached:

• Via e-mail at **[phenomws@yahoo.com](mailto:phenomws@yahoo.com)**

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## **HOW MENTORING CONTRIBUTES TO THE LIFE OF A PROFESSIONAL**

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**"One of the most satisfying and traditional ways in which young professionals begin learning about professionalism is to seek out those whom they identify as mentors."**

**"Whether the mentor relationship is formal or informal, the best mentors all share the same qualities: respect for each other, a shared vision to reach a common goal, trust, acting as a pipeline to new experiences and growth, creating a safe place where mistakes can be made, providing challenges, listening, giving advice, imparting wisdom, and providing inspiration. The mentor will become a lifelong friend and colleague."**

**"Mentorship opportunities also are available for the seasoned professional...experienced and well-established health education professionals in various community health settings (e.g., community-based organizations and agencies, hospitals, local and state health departments) serve as mentors to the prospective or new professional."**

**"At any level, volunteer opportunities are a part of community health education practice that can provide excellent formal and informal professionalism experience for new and seasoned health educators. By volunteering one's time and skills, the notion of professionalism is reinforced; that is, being a professional is not about looking the part but about actually doing the job. An expected role of any professional is that one has a social responsibility to the community in which he or she lives."**

**Citation source: Bensley, RN & Brookins FJ. (2009). Community Health Education Methods. A Practical Guide. (pp. 55, 56)**

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## **PUBLIC HEALTH WORKFORCE RESOURCES**

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- **The Public Health Workforce: An Agenda for the 21st Century** U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES Public Health Service (no date)

## Site Search Engine

Google™ Custom Search

*Published on the Web: July 1, 2002*

*Major revisions to incorporate PHENOM's approval to offer Category 2 CECH. R199*

*Page updated 07/22/2014*

*Comments, suggestions, dead link reports:*

**BETTY C. JUNG, WEBMASTER**

## Links

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