

## What Legal Powers Do Health Departments Have? Overview of Administrative Law: Part 1

### Facilitator's Guide



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## Who Should Use Our Facilitator's Guides?

Our facilitator's guides are intended for anyone who needs to provide public health practitioners with training about our legal system and its role in improving population outcomes. Public health practitioners may include health department staff, public health lawyers, public health nurses, public health educators, public health advocates, and public health faculty and students in graduate and undergraduate programs. To access facilitator's guides for our other trainings, visit [publichealthlawacademy.org](https://publichealthlawacademy.org).

## Training Overview

### About This Training

Administrative law is a critical area of law that affects the everyday practice of public health. It governs how public health departments create, implement, and enforce policies and programs in all areas of practice, including retail licensing, lead paint inspections, outbreak response, tobacco control, and eligibility requirements for public benefits. Administrative law allows federal, state, tribal, local, and territorial health agencies to exercise extensive powers over individuals and private entities. Due to the reach of these powers and the possibility of infringement on the rights of individuals, it's crucial for public health practitioners to have a thorough understanding of administrative law. This course outlines the legal doctrines that govern the organization and activities of administrative agencies, such as health departments, and explores the roles and responsibilities of these agencies. Using real-life scenarios, this training will describe health departments' legal powers and illustrate how public health practitioners can promote health equity in their day-to-day tasks.

### Target Audience

This training was developed for public health practitioners, including policy analysts, public health lawyers, educators, nurses, and students. No legal background is necessary.

### Learning Objectives

- Define administrative law concepts that frame the everyday practice of public health
- Describe health equity principles and provide context for how health departments can work within the guidelines of administrative law to shape equitable health outcomes
- Explain what administrative agencies are, what they do, and what legal powers they have
- Discuss why administrative law is important for health departments and population health outcomes
- Understand the limits on public health departments' powers

### Materials

- Facilitator's Guide: This document can be adapted to provide a training that is customized for your audience.
- Slide Presentation & Script: The slides and script are separate files that can be modified to reflect your audience, training content, and speakers.
- Facilitator's Checklist: The checklist is a separate file that will help you prepare to deliver any training offered by the [Public Health Law Academy](http://www.publichealthlawacademy.org).

### Equipment

- Computer
- Projector

## Instructions for Facilitators

Before you start, we recommend that you download the [Facilitator's Checklist](#), which is intended to help you prepare to deliver any training offered by the [Public Health Law Academy](#). In this section, we have identified options for tailoring this training, [What Legal Powers Do Health Departments Have? Overview of Administrative Law: Part 1](#), for your audience and venue.

### Prepare for the Presentation

As the facilitator, you should first go through the materials to familiarize yourself with the content. We recommend that you watch the entire training: [What Legal Powers Do Health Departments Have? Overview of Administrative Law: Part 1](#). Once you are familiar with the material, you can modify the content and length to suit your audience, available time, and venue.

### Before Starting the Presentation..

We suggest that you have participants complete the following:

- *The Q&A handout found on pp.13–14 of this guide.* The Q&A handout will help participants assess their knowledge before and after the training. An answer key is provided on pp. 15–16.
- *The pre-training survey included in this guide on pp. 18–19.* The pre-training survey will provide information to help you evaluate the overall quality of the session.

If you are not giving the presentation in person, you can distribute these handouts electronically prior to the training (and distribute the answer sheet electronically after the training).

### During the Presentation

You'll want to decide how to use the Q&A handout to engage participants in the training, depending on the length of your presentation. Two options are outlined here. These approaches not only re-emphasize key points but also create a more interactive experience for participants.

- *Option 1: Poll the Room*  
One approach is to weave the questions throughout the presentation. You can stop after each question and ask the audience to answer it before moving to the next slide. The slide deck is set up to support this option.
- *Option 2: Discussion Activity*  
You can move all the question-and-answer slides to the end of the presentation and create an opportunity for a longer discussion after you've covered all of the content. Depending on the number of people attending your training, this discussion activity can be done as a full group or in small groups. The Training Agenda item "Q&A Discussion" provides additional details on when to include this activity if you select this option.

Lastly, our sample agenda suggests allowing 10 minutes at the end of the presentation for final remarks, acknowledgments, and general questions. Of course, this time can be adjusted to suit the needs of the presentation setting and your audience.

### After the Presentation

When the presentation is complete, participants should fill out the post-training survey on pp. 20–21.

Finally, we are interested in your experience with using this curriculum. Please let us know at [PHLAcademy@changelabsolutions.org](mailto:PHLAcademy@changelabsolutions.org) if you have any questions or feedback on how to improve these materials.

## Training Agenda

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### Pre-Training Survey & Q&A Handout

10 minutes\*

#### Objectives

- Have participants complete the pre-training survey and answer the questions in the Q&A handout

#### Resources

- Pre-training survey (pp. 18–19 of this guide)
- Q&A handout (pp. 13–14 of this guide)

#### Public Health Law Competency Addressed

- [Public Health Law Competency Model](#), Domain 2
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### Introduction & Presentation Overview

5 minutes\*

#### Objectives

- Introduce presentation topic and presenter(s)
- Provide any necessary disclaimers and introductory comments
- Provide a roadmap for the rest of the presentation

#### Resource

- Slide presentation (slides 1–5)
- 

### What is administrative law?

5 minutes\*

#### Objectives

- Define administrative law
- Explore the roles and responsibilities of agencies.
- Discuss how administrative law governs many aspects of public health practice

#### Resource

- Slide presentation (slides 6–12)

#### Public Health Law Competency Addressed

- [Public Health Law Competency Model](#), Domain 2

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## How is administrative law connected to health equity? 10 minutes\*

### Objectives

- Define *health equity*
- Identify the 5 drivers of health inequity
- Describe how health departments can work within the guidelines of administrative law to promote health equity

### Resource

- Slide presentation (slides 13–19)

### Public Health Law Competency Addressed

- [Public Health Law Competency Model](#), Domain 2

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## What are administrative agencies? 25 minutes\*

### Objectives

- Define *administrative agency*
- Explore how administrative agencies are created and funded
- Discuss what administrative agencies do by outlining the continuum of agency activities
- Introduce the concept of a regulation and how it differs from legislation.

### Resource

- Slide presentation (slides 20–55)

### Public Health Law Competency Addressed

- [Public Health Law Competency Model](#), Domain 2

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## Why is administrative law important for public health? 12 minutes\*

### Objectives

- Summarize the reasons that administrative law is important to public health
- Explore the importance of administrative law in public health through the hypothetical example of Jackie, an environmental health inspector
- Understand how collaboration with other regulatory agencies can advance shared equity goals

### Resource

- Slide presentation (slides 56–65)

### Public Health Law Competency Addressed

- [Public Health Law Competency Model](#), Domain 2

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## What are the limits on agencies' actions?

20 minutes\*

### Objectives

- Explore the limits on health agencies' actions through the example of Jackie and her public health agency
- Review the sources of law that limit health departments' use of regulatory authority at federal, state, and local levels by establishing procedures and other requirements that health departments must follow
- Describe federal constitutional concepts like separation of powers and due process and how they guide public health agency actions

### Resource

- Slide presentation (slides 66–90)

### Public Health Law Competency Addressed

- [Public Health Law Competency Model](#), Domains 1 and 2

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## Q&A Discussion (optional)

20 minutes\*

### Objectives

- If you chose not to weave the questions from the Q&A handout throughout the presentation, have participants answer the questions as a full group or in small groups
- Provide the answers to the Q&A handout

### Resource

- Q&A handout answer key (pp. 15–16 in this guide)

### Public Health Law Competency Addressed

- [Public Health Law Competency Model](#), Domains 1 and 2

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## Final Takeaways & Acknowledgments

10 minutes\*

### Objectives

- Summarize the topics discussed and provide concluding remarks
- Direct participants to more resources, should they wish to delve more deeply into the legal issues covered in the training
- Allow participants to ask general questions
- Have participants complete the post-training survey

### Resources

- Slide presentation (slides 91–94)
- Post-training survey (pp. 20–21 in this guide)

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*\*All times are approximate; total training time is about 1 hour, 45 minutes.*



## Additional Resources

As you prepare to tailor content from [What Legal Powers Do Health Departments Have? Overview of Administrative Law: Part 1](#), we recommend familiarizing yourself with the resources listed in this section. These resources informed the development of the content of this training and can provide background information as you prepare to tailor the content of your presentation. Finally, as questions from audience members arise during and after the training, you can refer them to these resources for additional information.

## Organizations

### CDC, Public Health Law Program

[cdc.gov/phlp](http://cdc.gov/phlp)

The Public Health Law Program – part of the CDC’s Center for State, Tribal, Local, and Territorial Support – works to improve the health of the public by developing law-related tools and providing legal technical assistance to public health practitioners and policymakers.

### ChangeLab Solutions

[changelabsolutions.org](http://changelabsolutions.org)

ChangeLab Solutions is a national organization whose mission is to create healthier communities for all through equitable laws and policies. Their interdisciplinary team of public health lawyers, policy analysts, planners, and other professionals works with state, tribal, local, and territorial health departments; other government agencies; public health organizations; and anchor institutions to create thriving communities.

## Background Reading

For additional information on the concepts discussed in this training, see the following resources:

- The ABC’s of administrative law in public health practice. [webinar]. Oakland, CA: ChangeLab Solutions; Centers for Disease Control and Prevention; National Association of County and City Health Officials; March 2020. [changelabsolutions.org/product/abcs-administrative-law-public-health-practice](http://changelabsolutions.org/product/abcs-administrative-law-public-health-practice).
- Bhatia R, Gaydos M, Yu K, Weintraub J. Protecting labor rights: roles for public health. *Public Health Rep.* 2013;128(suppl 3):39–47. [ncbi.nlm.nih.gov/pmc/articles/PMC3945448/pdf/phr128s60039.pdf](http://ncbi.nlm.nih.gov/pmc/articles/PMC3945448/pdf/phr128s60039.pdf).
- *A Blueprint for Changemakers: Achieving Health Equity Through Law & Policy*. Oakland, CA: ChangeLab Solutions; 2019. [changelabsolutions.org/product/blueprint-changemakers](http://changelabsolutions.org/product/blueprint-changemakers).
- Braveman P, Arkin E, Orleans T, Proctor D, Plough A. *What Is Health Equity? And What Difference Does a Definition Make?* Princeton, NJ: Robert Wood Johnson Foundation; 2017. [rwjf.org/en/library/research/2017/05/what-is-health-equity-.html](http://rwjf.org/en/library/research/2017/05/what-is-health-equity-.html).
- Braveman PA, Kumanyika S, Fielding J, et al. Health disparities and health equity: the issue is justice. *Am J Public Health.* 2011;101(suppl 1):S149–S155. [ncbi.nlm.nih.gov/pmc/articles/PMC3222512/pdf/S149.pdf](http://ncbi.nlm.nih.gov/pmc/articles/PMC3222512/pdf/S149.pdf).

- Brennan Ramirez LK, Baker EA, Metzler M. *Promoting Health Equity: A Resource to Help Communities Address Social Determinants of Health*. Atlanta, GA: Centers for Disease Control and Prevention, US Department of Health and Human Services; 2008. [cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/SDOH-workbook.pdf](https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/SDOH-workbook.pdf).
- Burris S, Berman ML, Penn M, Holiday TR. Administrative challenges. In: Burris S, Berman ML, Penn M, Holiday TR. *The New Public Health Law: A Transdisciplinary Approach to Practice and Advocacy*. New York, NY: Oxford University Press; 2018:173–179.
- Burris S, Berman ML, Penn M, Holiday TR. State and local public health authority: State administrative authority and delegation. In: Burris S, Berman ML, Penn M, Holiday TR. *The New Public Health Law: A Transdisciplinary Approach to Practice and Advocacy*. New York, NY: Oxford University Press; 2018:141–142.
- CDC regulations. Centers for Disease Control and Prevention website: [cdc.gov/regulations](https://www.cdc.gov/regulations). 2016.
- Davidson NM. Localist administrative law. *Yale Law J*. 2017;126(3):43–44. [yalelawjournal.org/article/localist-administrative-law](https://yalelawjournal.org/article/localist-administrative-law).
- Diller PA. Local health agencies, the Bloomberg soda rule, and the ghost of Woodrow Wilson. *Fordham Urban Law J*. 2013;40(5):1859–1901. [ir.lawnet.fordham.edu/ulj/vol40/iss5/4](https://ir.lawnet.fordham.edu/ulj/vol40/iss5/4).
- Funk WF, Shapiro SA, Weaver RL. Administrative law practice: what is administrative law and why should we study it? In: Funk WF, Shapiro SA, Weaver RL. *Administrative Procedure and Practice*. 5th ed. St. Paul, MN: West Academic; 2014:6–37.
- Gostin LO, Monahan JT, Kaldor J, et al. The legal determinants of health: harnessing the power of law for global health and sustainable development. *Lancet*. 2019;393:1857–1910. [thelancet.com/commissions/legal-determinants-of-health](https://www.thelancet.com/commissions/legal-determinants-of-health).
- Gostin LO, Wiley LF. Public health governance: democracy and delegation. In: Gostin LO, Wiley LF. *Public Health Law: Power, Duty, Restraint*. 3rd ed. Oakland, CA: University of California Press; 2016:153–190.
- Health department governance: state and local health department governance classification map. Centers for Disease Control and Prevention website: [cdc.gov/publichealthgateway/sitesgovernance/index.html](https://www.cdc.gov/publichealthgateway/sitesgovernance/index.html).
- Health in All Policies: collaborating across sectors to improve health. ChangeLab Solutions website: [changelabsolutions.org/health-all-policies](https://changelabsolutions.org/health-all-policies).
- Human Impact Partners. San Francisco leverages health permits to combat wage theft. HealthEquityGuide.org website: [healthequityguide.org/case-studies/san-francisco-leverages-health-permits-to-combat-wage-theft](https://healthequityguide.org/case-studies/san-francisco-leverages-health-permits-to-combat-wage-theft).
- Koch CH, Murphy R. What is administrative law about? In: Koch CH, Murphy R. *Administrative Law and Practice*. Eagan, MN: Thomson Reuters; 2020.
- Public engagement in rulemaking. Administrative Conference of the United States website: [acus.gov/research-projects/public-engagement-rulemaking](https://www.acus.gov/research-projects/public-engagement-rulemaking).
- Public Health Law Academy. Public health law: past & present. [training video]. Oakland, CA: ChangeLab Solutions; Centers for Disease Control and Prevention; 2019. [changelabsolutions.org/phla/public-health-law](https://changelabsolutions.org/phla/public-health-law).

- Public Health Law Academy. Public health threats & the US Constitution: what responders need to know about equity, law, and public health authority. [training video]. Oakland, CA: ChangeLab Solutions; Centers for Disease Control and Prevention; 2021. [changelabsolutions.org/product/public-health-threats-us-constitution](https://changelabsolutions.org/product/public-health-threats-us-constitution).
- Public Health Law Academy. Structure of government: exploring the fabric and framework of public health powers. [training video]. Oakland, CA: ChangeLab Solutions; Centers for Disease Control and Prevention; 2019. [changelabsolutions.org/product/structure-government](https://changelabsolutions.org/product/structure-government).
- The Public Health Law Map – beta 5.7: rule making. Louisiana State University Law Center Medical and Public Health website: [biotech.law.lsu.edu/map/RuleMaking.html](https://biotech.law.lsu.edu/map/RuleMaking.html). Accessed February 21, 2020.
- Separation of powers: an overview. National Conference of State Legislatures website: [ncsl.org/research/about-state-legislatures/separation-of-powers-an-overview](https://ncsl.org/research/about-state-legislatures/separation-of-powers-an-overview). 2019.
- State-level administrative law. Justia website: [justia.com/administrative-law/state-level-administrative-law](https://justia.com/administrative-law/state-level-administrative-law).
- Yearby R. Structural racism and health disparities: reconfiguring the social determinants of health framework to include the root cause. *J Law Med Ethics*. 2020;48(3):518–526. doi:[10.1177/1073110520958876](https://doi.org/10.1177/1073110520958876).

## Relevant Case Study

### SAN FRANCISCO LEVERAGES HEALTH PERMITS TO COMBAT WAGE THEFT

**SUMMARY:** Wage theft affects the economy in addition to the health and well-being of many low-wage and immigrant workers. The Environmental Health Branch of the San Francisco Department of Public Health in California facilitated strategic interagency collaboration that bolstered efforts to increase compliance with local labor laws and protect worker rights.

This case study of San Francisco’s health department, conducted by Human Impact Partners, is discussed in slides 57–90 of this training and is available on their website: [healthequityguide.org/case-studies/san-francisco-leverages-health-permits-to-combat-wage-theft](https://healthequityguide.org/case-studies/san-francisco-leverages-health-permits-to-combat-wage-theft).

**TAKEAWAY:** Collaboration among public health and other regulatory agencies – as well as with community-based organizations – can be an effective, efficient, and resourceful way to use public health authority to advance shared equity goals.

## Welcome Activity: Q&A Handout

**Expected time:** 30 minutes total (approximately 10 minutes before the presentation and 20 minutes during or after the presentation)

### Instructions for Facilitators

- Welcome the participants and introduce yourself
- Explain housekeeping items, such as estimated length of the training, break times, and restroom locations
- Ask participants to complete the Q&A handout
- Remind participants that they are not expected to know all of the answers
- Encourage participants to do their best, and explain that the answers to some of the questions will be addressed throughout the presentation
- The answer key (found on pp. 15–16) references the slides in the presentation where relevant concepts are expressly addressed or implied.
- Review answers to the questions in the Q&A handout by either
  - Weaving the questions throughout the presentation (this is how the slide deck is currently structured) and stopping after each question to ask the audience for the answer before moving to the next slide; or
  - Moving all the questions in the slide deck to the end of the presentation and holding time then to have participants discuss the questions as a full group or in small groups

# What Legal Powers Do Health Departments Have?

## Overview of Administrative Law: Part 1

### Q&A Handout

Instructions: As an individual, answer the following questions.

1. **TRUE or FALSE?** Core elements of health equity include fairness and opportunity.
2. Administrative agencies sit within which branch (or branches) of government?
  - A. Legislative
  - B. Executive
  - C. Judicial
  - D. Legislative and executive
  - E. Legislative, executive, and judicial
3. State and local health departments may create regulations only when which branch (or branches) of government have given them this authority?
  - A. Legislative
  - B. Executive
  - C. Judicial
  - D. Legislative, executive, and judicial
  - E. It depends
4. Which of the following are regulations?
  - A. Laws created by Congress
  - B. Laws created by a state legislature
  - C. Laws created by a city council
  - D. Laws created by an administrative agency, such as a local health department
  - E. Laws created by Congress, laws created by a state legislature, and laws created by a city council
5. Administrative agencies can do which of the following?
  - A. Make laws
  - B. Implement laws
  - C. Interpret and enforce laws
  - D. Make and implement laws
  - E. Make, implement, interpret, and enforce laws

6. Imagine that you work in a local health department that recently became aware of poor occupational conditions faced by immigrant restaurant workers in your community. These working conditions and economic inequities have directly contributed to high rates of stress, mental health issues, substance use, and occupation-related injuries. To determine whether your health department can use its regulatory authority to address these issues, what should it do first?
  - A. Let the public know that the local health department will be regulating wage theft and occupational health disparities
  - B. Draft the text of a regulation prohibiting wage theft
  - C. Consult its legal team or city attorney to make sure the health department has been granted the appropriate authority to act on these issues
  - D. Answers A (let the public know) and B (draft a regulation)
  - E. None of the above
  
7. **TRUE or FALSE?** The federal Administrative Procedure Act (APA) does *not* apply to state and local agencies.
  
8. **TRUE or FALSE?** Without a local ordinance establishing administrative procedures, local health departments may not engage in regulatory activities.

# What Legal Powers Do Health Departments Have?

## Overview of Administrative Law: Part 1

### Q&A Handout

#### ANSWER KEY

1. **TRUE or FALSE?** Core elements of health equity include fairness and opportunity.

**Answer: True.** Remember, while you and your partners may use different terms to describe health equity, the main goal is to share the same basic understanding of its core principles, which include fairness and opportunity to reach one's full health potential. Fairness is also one of the key principles of administrative law and will be a recurring theme throughout this three-part series.

➤ This material is discussed in slides 18–19.

2. Administrative agencies sit within which branch (or branches) of government?

A. Legislative

**B. Executive – CORRECT ANSWER**

C. Judicial

D. Legislative and executive

E. Legislative, executive, and judicial

**Answer:** If you picked B, you are correct. Agencies sit within the executive branch of government.

➤ This material is discussed in slides 24–25.

3. State and local health departments may create regulations only when which branch (or branches) of government have given them this authority?

**A. Legislative – CORRECT ANSWER**

B. Executive

C. Judicial

D. Legislative, executive, and judicial

E. It depends

**Answer:** The answer is A – the legislative branch. Only the legislative branch has the inherent power to create laws, but it can delegate its power to make laws to administrative agencies in the executive branch of government.

➤ This material is discussed in slides 46–47.

4. Which of the following are regulations?

A. Laws created by Congress

B. Laws created by a state legislature

C. Laws created by a city council

**D. Laws created by an administrative agency, such as a local health department – CORRECT ANSWER**

E. Laws created by Congress, laws created by a state legislature, and laws created by a city council

**Answer:** If you picked D, you are correct. Laws created by administrative agencies pursuant to their delegated authority are known as *regulations*.

➤ This material is discussed in slides 48–49.

5. Administrative agencies can do which of the following?

- A. Make laws
- B. Implement laws
- C. Interpret and enforce laws
- D. Make and implement laws

**E. Make, implement, interpret, and enforce laws – CORRECT ANSWER**

**Answer:** If you picked E, you're correct! Agency activities fall along a continuum from making laws to implementing and enforcing them.

➤ This material is discussed in slides 53–54.

6. Imagine that you work in a local health department that recently became aware of poor occupational conditions faced by immigrant restaurant workers in your community. These working conditions and economic inequities have directly contributed to high rates of stress, mental health issues, substance use, and occupation-related injuries. To determine whether your health department can use its regulatory authority to address these issues, what should it do first?

- A. Let the public know that the local health department will be regulating wage theft and occupational health disparities
- B. Draft the text of a regulation prohibiting wage theft

**C. Consult its legal team or city attorney to make sure the health department has been granted the appropriate authority to act on these issues – CORRECT ANSWER**

- D. Answers A (let the public know) and B (draft a regulation)
- E. None of the above

**Answer:** If you picked C, you're right! State and local health departments may engage in regulatory activities only if they've been granted the authority to do so by a legislative body. It's wise for state or local health departments to confirm that they've been granted the authority to regulate in a particular issue area *before* engaging in any regulatory activities. Consulting a local attorney can be helpful.

➤ This material is discussed in slides 68–69.

7. **TRUE or FALSE?** The federal Administrative Procedure Act (APA) does *not* apply to state and local agencies.

**Answer: True.** The federal APA applies only to federal agencies, not state and local agencies.

➤ This material is discussed in slides 80–81.

8. **TRUE or FALSE?** Without a local ordinance establishing administrative procedures, local health departments may not engage in regulatory activities.

**Answer: False.** As long as the health department has been delegated the appropriate authority to engage in a regulatory activity – from creating regulations to conducting inspections or otherwise enforcing public health laws – it may do so, following best practices and procedures that ensure transparency, accountability, and fundamental fairness, or due process. Often, the procedures used in jurisdictions without overarching procedural legislation follow federal and state administrative requirements, which are designed to promote transparency, accountability, and due process. Working with a local attorney to understand legal requirements and best practices is important.

➤ This material is discussed in slides 88–89.



## Pre- and Post-Training Surveys

### Instructions for Facilitators

- Pages 18–21 contain two sample surveys (pre- and post-training evaluation tools) that you can use to gather feedback on the content and quality of your presentation.\*
- Depending on the format of your presentation (in person or online), you can provide hard copies of the survey at the presentation or make the survey available electronically.

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\* Before asking participants to complete the pre- and post-training surveys, please note that the Paperwork Reduction Act has specific requirements for federal agencies in regard to collection and housing of data. You may need permission from the Office of Management and Budget if you are collecting information from 10 or more members of the public.

# What Legal Powers Do Health Departments Have? Overview of Administrative Law: Part 1

## PRE-TRAINING SURVEY

Thank you for completing the following survey!

### Learning Objectives

Please indicate your current confidence level for each of the following learning objectives:

1. I can define what administrative law is and provide examples of how it affects public health practitioners' day-to-day work.
  - a. Not confident
  - b. Somewhat confident
  - c. Confident
  - d. Very confident
  
2. I can explain how health departments can work within the guidelines of administrative law to shape equitable health outcomes.
  - a. Not confident
  - b. Somewhat confident
  - c. Confident
  - d. Very confident
  
3. I can describe what administrative agencies are, what they do, and what legal powers they have.
  - a. Not confident
  - b. Somewhat confident
  - c. Confident
  - d. Very confident
  
4. I can discuss why administrative law is important for health departments and population health outcomes.
  - a. Not confident
  - b. Somewhat confident
  - c. Confident
  - d. Very confident
  
5. I can describe the limits on public health agencies' powers.
  - a. Not confident
  - b. Somewhat confident
  - c. Confident
  - d. Very confident

### Additional Feedback

6. What questions do you have about administrative law and the legal authority of public health departments?

Thank you for your feedback!

# What Legal Powers Do Health Departments Have? Overview of Administrative Law: Part 1

## POST-TRAINING SURVEY

Thank you for completing the following survey!

### Learning Objectives

As a result of attending the session **What Legal Powers Do Health Departments Have? Overview of Administrative Law: Part 1**, please indicate your current confidence level for each of the following learning objectives of the course:

1. I can define what administrative law is and provide examples of how it affects public health practitioners' day-to-day work.
  - a. Not confident
  - b. Somewhat confident
  - c. Confident
  - d. Very confident
  
2. I can explain how health departments can work within the guidelines of administrative law to shape equitable health outcomes.
  - a. Not confident
  - b. Somewhat confident
  - c. Confident
  - d. Very confident
  
3. I can describe what administrative agencies are, what they do, and what legal powers they have.
  - a. Not confident
  - b. Somewhat confident
  - c. Confident
  - d. Very confident
  
4. I can discuss why administrative law is important for health departments and population health outcomes.
  - a. Not confident
  - b. Somewhat confident
  - c. Confident
  - d. Very confident
  
5. I can describe the limits on public health agencies' powers.
  - a. Not confident
  - b. Somewhat confident
  - c. Confident
  - d. Very confident

## Overall Impression

6. How would you rate the overall session?
  - a. Poor
  - b. Fair
  - c. Good
  - d. Very good
  - e. Excellent
  
7. I would recommend this session to others.
  - a. Disagree
  - b. Somewhat disagree
  - c. Neither agree nor disagree
  - d. Somewhat agree
  - e. Agree

## Additional Feedback

8. What was the most valuable part of the session?

9. How could this session have been improved?

10. What topics would you like to see addressed in future sessions on public health law?

**Thank you for your feedback!**