WORKFORCE DEVELOPMENT

Michigan Public Health Association
Community Webinar Series
June 3, 2014
Background on Kent County, MI

- Located in West Michigan, near Lake Michigan
- Urban, suburban, and rural areas
- 21 townships, 5 villages, and 9 cities
- 2010 Census: 602,622 total population
- Grand Rapids is the County seat and is the second largest city in the State of Michigan
Health Department Summary

- Four Divisions
  - Administration
  - Community Clinical Services
    - Five clinic sites located throughout the County
  - Community Nursing
    - Includes Health Education and Promotion
  - Environmental Health
    - Includes Animal Shelter and Regional Lab
- About 250 employees, most of which are full-time
Presenter Bio

• I wear many hats at the Kent County Health Department
  • National Accreditation (PHAB)
  • Strategic Planning
  • Quality Improvement
  • Performance Management
  • Cultural Competency
  • Community Health Assessment/Improvement Planning
  • Workforce Development

• Beyond this, I am also:
  • A trained PHAB Site Visitor
  • A member of NACCHO’s Accreditation Preparation and Quality Improvement Workgroup
  • A consulting associate specializing in planning and accreditation preparation for James Butler and Associates
WORKFORCE DEVELOPMENT GUIDELINES
What were our guidelines?

• PHAB Standards and Measures Version 1.0
• NACCHO’s Project Public Health Ready requirements
Domain 8: Maintain a competent public health workforce

Domain 8 focuses on the need for health departments to maintain a trained and competent workforce to perform public health duties. Effective public health practice requires a well prepared workforce. A multi-disciplinary workforce that is matched to the specific community being served facilitates the interdisciplinary approaches required to address the population’s public health issues. The manner in which services are provided to the public determines the effectiveness of those services and influences the population’s understanding of, and appreciation for, public health. Continuous training and development of health department staff is required to ensure continued competence in a field that is making constant advances in collective knowledge and improved practices.

DOMAIN 8 INCLUDES TWO STANDARDS:

**Standard 8.1**
Encourage the Development of a Sufficient Number of Qualified Public Health Workers

**Standard 8.2**
Assess Staff Competencies and Address Gaps by Enabling Organizational and Individual Training and Development Opportunities
STANDARD 8.2: ASSESS STAFF COMPETENCIES AND ADDRESS GAPS BY ENABLING ORGANIZATIONAL AND INDIVIDUAL TRAINING AND DEVELOPMENT OPPORTUNITIES.

A health department workforce development plan can ensure that staff development is addressed, coordinated, and appropriate for the health department’s needs. Staff job duties and performance should be regularly reviewed to note accomplishments and areas that need improvement. This should not be a punitive process but one that identifies needs for employee training or education. This approach can provide workforce development guidance for the individual and may point out gaps in competencies and skills for the health department.
Standard 8.2: Assess staff competencies and address gaps by enabling organizational and individual training and development opportunities.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Purpose</th>
<th>Significance</th>
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<tbody>
<tr>
<td>8.2.1 A</td>
<td>Maintain, implement and assess the health department workforce development plan that addresses the training needs of the staff and the development of core competencies.</td>
<td>The purpose of this measure is to assess the health department’s planning for employee training, implementation of those plans, and the development of core competencies.</td>
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**Required Documentation**

1. Health department workforce development plan that includes:
   a. Nationally adopted core competencies
   b. Curricula and training schedules
2. Documentation of implementation of the health department workforce development plan

**Guidance**

1. The health department must provide a health department-specific workforce development plan, updated annually. The plan must include:
   a. Plans to develop nationally adopted public health core competencies among staff. An example of nationally adopted core competencies is the “Core Competencies for Public Health Professionals” from the Council on Linkages. The plan may also use another set of competencies, such as those authorized by the health department’s governing entity.
   b. Training schedules and a description of the material or topics to be addressed in the training curricula.
2. The health department must provide two examples of implementing the workforce development plan. Documentation could include training curricula to address an identified gap, staff attendance at state or national conferences, and staff attendance at training/educational sessions provided by other organizations related to their area of work.
Project Public Health Ready

• “To demonstrate evidence for this goal, an organizational process must be in place to assess, implement, and evaluate workforce competency consistent with the agency’s all-hazards response plan.” (PPHR 2013 Criteria)
  • Training Needs Assessment
  • Assessment process report
  • Results and implications report
  • Training topics
  • Training objectives
  • Training delivery
  • Workforce Development Plan
  • Management of agency workforce capability
  • Just-In-Time training
OUR PROCESS
Getting Started…

• KCHD applied for and was awarded a $10,000 MI PHAB Accreditation Readiness Mini-Grant in early 2013
  • Project period was 6 months (March 1 through August 30)
  • We applied under Category 3 “Other Accreditation Readiness Activities”
• A consultant was hired to assist with planning and facilitation throughout the project
  • The person we worked with had a strong HR/Organizational Development background
• Our Workforce Development Plan’s layout was loosely based on The Ohio State University College of Public Health template
Step 1: Select Core Competencies

- “Plans to develop nationally adopted public health core competencies among staff.” (PHAB Standards and Measures V1.0)
- KCHD opted to adopt the Council on Linkages Core Competencies for Public Health Professionals
- “To demonstrate evidence for this goal, an organizational process must be in place to assess, implement, and evaluate workforce competency consistent with the agency’s all-hazards response plan. These processes must be consistent with nationally recognized emergency preparedness competencies such as the “Bioterrorism and Emergency Readiness Competencies for All Public Health Workers” from Columbia University, TRAIN, or those recently released through the Public Health Preparedness & Response Core Competency Development Project.” (NACCHO PPHR Criteria, 2013)
- KCHD selected Bioterrorism and Emergency Readiness Competencies for All Public Health Workers
Core Competencies

- Council on Linkages Core Competencies for Public Health Professionals
  - Consensus set of competencies for the broad practice of public health in any setting.
  - Exist as a foundation for public health practice and offer a starting point for public health professionals and organizations working to better understand and meet workforce development needs.
  - Three tiers (Senior managers, middle managers, front line staff)
  - Eight key areas of focus
Core Competencies

• Analytical and Assessment Skills
• Policy Development and Program Planning Skills
• Communication Skills
• Cultural Competency Skills
• Community Dimensions of Practice Skills
• Public Health Science Skills
• Financial Planning and Management Skills
• Leadership and Systems Thinking Skills
EP Core Competencies

- **Describe** the public health role in emergency response in a range of emergencies that might arise. (e.g., “This department provides surveillance, investigation and public information in disease outbreaks and collaborates with other agencies in biological, environmental, and weather emergencies.”)

- **Describe** the chain of command in emergency response.

- **Identify** and **locate** the agency emergency response plan (or the pertinent portion of the plan).

- **Describe** his/her functional role(s) in emergency response and **demonstrate** his/her role(s) in regular drills.

- **Demonstrate** correct use of all communication equipment used for emergency communication (phone, fax, radio, etc.)
EP Core Competencies (cont’d)

• **Describe** communication role(s) in emergency response: within the agency using established communication systems, with the media, with the general public, personal (with family, neighbors)

• **Identify** limits to own knowledge/skill/authority and **identify** key system resources for referring matters that exceed these limits.

• **Recognize** unusual events that might indicate an emergency and **describe** appropriate action (e.g., communicate clearly within the chain of command.)

• **Apply** creative problem solving and flexible thinking to unusual challenges within his/her functional responsibilities and **evaluate** effectiveness of all actions taken
Step 2: Assess

- KCHD conducted an online competency-based assessment of all staff using modified versions of existing tools.
- PH Core Competencies were assessed using a modified version of The Ohio State University College of Public Health’s *Public Health Workforce Training Needs Assessment*.
- EP Core Competencies were assessed using items adopted from the *Berrien County Health Department Training Needs Assessment*. 
Assessment Data

- Staff were asked to rate each competency statement on three criteria:
  - Most important to job
  - Lowest rated current ability
  - Greatest interest in additional training
- About 52% of all KCHD staff participated in the assessment (n=129)
- Data was collected on emergency preparedness training needs and four of the eight core competency domains*:
  - Communication
  - Cultural Competency
  - Public Health Sciences
  - Leadership and Systems Thinking

*The four areas of focus were rated by senior management as top training domains
Step 3: Prioritize Needs

- KCHD used the assessment data to formulate a training agenda
- The data showed a lot of overlap across the three rating criteria
<table>
<thead>
<tr>
<th>Tier</th>
<th>Most Important to Job</th>
<th>Lowest Rated Current Ability</th>
<th>Greatest Interest in Additional Training</th>
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<tbody>
<tr>
<td><strong>Tier 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>• Identifying population health literacy (3.57)</td>
<td>• Participating in development of presentations (2.14)</td>
<td>• Cultural &amp; linguistic proficiency (3.17)</td>
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<tr>
<td>• Cultural &amp; linguistic proficiency (3.52)</td>
<td>• Soliciting community-based input (2.70)</td>
<td>• Identifying population health literacy (3.16)</td>
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<tr>
<td>• Conveying public health information using varied approaches (3.40)</td>
<td>• Applying communication and group dynamic strategies (2.74)</td>
<td>• Conveying public health information using varied approaches (3.11)</td>
<td></td>
</tr>
<tr>
<td><strong>Tier 2</strong></td>
<td></td>
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</tr>
<tr>
<td>• Cultural &amp; linguistic proficiency (3.65)</td>
<td>• Presenting demographic/ statistical/ programmatic/ scientific information for use by professional/ lay audiences (2.80)</td>
<td>• Presenting demographic/ statistical/ programmatic/ scientific information for use by professional/ lay audiences (3.32)</td>
<td></td>
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<tr>
<td>• Soliciting input from individuals and organizations (3.64)</td>
<td>• Assessing population health literacy (2.88)</td>
<td>• Soliciting input from individuals and organizations (3.32)</td>
<td></td>
</tr>
<tr>
<td>• Applying communication and group dynamic strategies (3.46)</td>
<td>• Applying communication and group dynamic strategies (2.96)</td>
<td>• Cultural &amp; linguistic proficiency (3.24)</td>
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<td>• Cultural &amp; linguistic proficiency (3.12)</td>
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<tr>
<td>Tier 1</td>
<td>Most Important to Job</td>
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<td></td>
<td>• Recognizing the role of cultural, social, and behavioral factors (3.70)</td>
<td>• Participating in organizational cultural competence assessment (2.61)</td>
<td>• Incorporating strategies for interacting with diverse persons (3.27)</td>
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<tr>
<td></td>
<td>• Incorporating strategies for interacting with diverse persons (3.63)</td>
<td>• Describing forces that contribute to cultural diversity (2.73)</td>
<td>• Responding to diverse needs resulting from cultural differences (3.27)</td>
</tr>
<tr>
<td></td>
<td>• Responding to diverse needs resulting from cultural differences (3.60)</td>
<td>• Describing the need for a diverse public health workforce (2.88)</td>
<td>• Recognizing the role of cultural, social, and behavioral factors (3.24)</td>
</tr>
<tr>
<td>Tier 2</td>
<td>• Incorporating strategies for interacting with diverse persons (3.56)</td>
<td>• Assessing programs for cultural competence (2.78)</td>
<td>• Responding to diverse needs resulting from cultural differences (3.15)</td>
</tr>
<tr>
<td></td>
<td>• Considering the role of cultural, social, and behavioral factors (3.52)</td>
<td>• Responding to diverse needs that result from cultural differences (2.85)</td>
<td>• Assessing programs for their cultural competence (3.07)</td>
</tr>
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<td></td>
<td>• Responding to diverse needs that result from cultural differences (3.44)</td>
<td>• Considering the role of cultural, social, and behavioral factors (3.00)</td>
<td>• Two responses tied for third</td>
</tr>
<tr>
<td>Tier</td>
<td>Most Important to Job</td>
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<td>Greatest Interest in Additional Training</td>
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<tr>
<td>Tier 1</td>
<td>• Describing scientific evidence related to a public health issue, concern, intervention (2.97)</td>
<td>• Identifying prominent events in the history of public health (2.02)</td>
<td>• Describing scientific evidence related to a public health issue, concern, intervention (2.92)</td>
</tr>
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<td></td>
<td>• Retrieving scientific evidence from a variety of sources (2.79)</td>
<td>• Describing laws, regulations, and policies/procedures for ethical conduct of research (2.03)</td>
<td>• Relating public health skills to the Core Public Health Functions (2.83)</td>
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<td></td>
<td>• Relating public health skills to the Core Public Health Functions (2.76)</td>
<td>• Partnering with other public health professionals to build public health evidence-base (2.05)</td>
<td>• Retrieving scientific evidence from a variety of sources (2.75)</td>
</tr>
<tr>
<td>Tier 2</td>
<td>• Applying basic public health sciences to public health policies and programs (3.54)</td>
<td>• Distinguishing prominent events in the history of public health (2.42)</td>
<td>• Applying basic public health sciences to public health policies and programs (3.50)</td>
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<td></td>
<td>• Retrieving scientific evidence from a variety of sources (3.54)</td>
<td>• Relating public health skills to the Core Public Health Functions through the essential services (2.54)</td>
<td>• Conducting a review of scientific evidence related to a public health issue, concern, or intervention (3.42)</td>
</tr>
<tr>
<td></td>
<td>• Conducting a review of scientific evidence related to a public health issue, concern, or intervention (3.50)</td>
<td>• Three responses tied for third</td>
<td>• Contributing to building the scientific base of public health (3.35)</td>
</tr>
<tr>
<td>Tier</td>
<td>Most Important to Job</td>
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<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Tier 1</td>
<td>- Incorporating ethical standards of practice (3.62)</td>
<td>- Participating with stakeholders to identify key public health values and a shared vision for community action (2.19)</td>
<td>- Using learning opportunities for personal and professional development (3.23)</td>
</tr>
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<td></td>
<td>- Using learning opportunities for personal and professional development (3.35)</td>
<td>- Describing the impact of changes in the public health system and social/political/economic environment on organizational policies (2.29)</td>
<td>- Incorporating ethical standards of practice (3.00)</td>
</tr>
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<td></td>
<td>- Identifying internal/external problems that affect the delivery of essential services (2.98)</td>
<td>- Identifying internal/external problems that affect delivery of essential services (2.51)</td>
<td>- Identifying internal/external problems that affect the delivery of essential services (2.82)</td>
</tr>
<tr>
<td>Tier 2</td>
<td>- Incorporating ethical standards of practice (3.82)</td>
<td>- Modifying organizational practices in consideration of changes in the public health system and the larger social, political, and economic environment (2.61)</td>
<td>- Establishing mentoring, peer advising, coaching, or other personal development opportunities for the public health workforce (3.50)</td>
</tr>
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<td></td>
<td>- Promoting individual, team, and organizational learning opportunities (3.68)</td>
<td>- Analyzing internal/external problems that may affect the delivery of public health services (3.00)</td>
<td>- Modifying organizational practices in consideration of changes in the public health system and the larger social, political, and economic environment (3.43)</td>
</tr>
<tr>
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<td>- Contributing to the evaluation of organizational performance for QI (3.68)</td>
<td>- Three responses tied for third</td>
<td>- Contributing to the evaluation or organizational performance for QI (3.39)</td>
</tr>
</tbody>
</table>
Step 4: Write the Plan

- KCHD used the OSU College of Public Health’s template
  - Key Terms
  - Agency Profile
  - Workforce Profile
  - Competencies and Education Requirements
  - Training Needs
  - Goals, Objectives, and Implementation Plan
  - Competency-Based Training Schedule
  - Evaluation and Tracking
  - Conclusion and Other Considerations
  - Appendices
PHAB Considerations

• When writing the plan, make sure to keep in mind the PHAB requirements
• These are clearly described on slide 9 of this presentation (Standard 8.2)
  • Must adopt a set of nationally-recognized core competencies
  • Must provide a schedule of training curricula
Step 5: Implement

• KCHD uses existing meetings and lunch sessions to deliver training
  • Quarterly All-Staff meetings
  • Quarterly Management meetings
  • Lunch-and-Learn sessions
• Since we only assessed needs on four competencies, we will need to assess needs annually for those competencies of focus
• A Workforce Development Committee was formed in April to assist with implementation of the plan
  • One manager from each of the four KCHD Divisions plus our Deputy Health Officer
Step 6: Evaluate and Revise

• PHAB requires that the Workforce Development Plan is reviewed and revised at least annually
• We included a “Document Review” page in our plan to track all changes that are made as we implement the plan
• Evaluation of our plan is still something we are working to perfect
WORKFORCE DEVELOPMENT TODAY
Since the Plan was Adopted...

- We have held 4 All-Staff training sessions based on the WDP
  - May 2013 – Public Health Sciences (KCHD) and 2013 PH Flood Response (KCHD)
  - October 2013 – Cultural Competency (GVSU) and Strategic National Stockpile (KCHD)
  - January 2014 – Leadership and Systems Thinking (KCHD) and Intro to the Emergency Operations Plan (KCHD)
  - May 2014 – Communications (GVSU) and PH Response to Natural Disasters (KCHD)

- We have one more All-Staff training session based on the WDP scheduled for July 2014
- We also have one management meeting training session based on the WDP scheduled for June 2014
- A series of PH Ethics presented as Lunch-and-Learns will be offered by our Health Officer this year, as well
Next Steps

• Workforce Development training needs assessment for FY2014-15
  • Determine training topics for All-Staff, Management, and Lunch-and-Learn sessions
  • Focus on four core competency domains and emergency preparedness
  • Engage external and internal subject matter experts to deliver training
• Review and revise the Workforce Development Plan with Workforce Development Committee
• Improve training tracking department-wide
Nahhh...I don't think it will work. Let's do something different...something smarter...something cooler!
Don’t “Recreate the Wheel”

• There are a lot of existing resources that can help you complete an agency Workforce Development Plan!
  • Google is your friend – use it!
  • Search for WDPs from other organizations and “borrow” what works for your organization
  • Use existing assessment tools and templates, if they apply to your needs
  • National resources like the Public Health Foundation, NACCHO, ASTHO, and others have workforce development resources available, too
  • Other Health Departments are willing to help, all you have to do is ask!
Resources

• Public Health Accreditation Board Standards and Measures Version 1.0:  

• Council on Linkages Core Competencies for Public Health Professionals:  

• Public Health Foundation Workforce Development Resources:  
  http://www.pht.org/focusareas/workforcedevelopment/Pages/default.aspx

• Berrien County Emergency Preparedness Training Needs Assessment:  

• The Ohio State University College of Public Health Center for Public Health Practice  
  (templates and needs assessment):  http://www.cph.osu.edu/practice
THANK YOU!

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