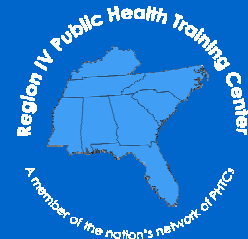# BUILDING THE WORKFORCE CAPACITY OF PUBLIC HEALTH PROFESSIONALS SERVING TRIBAL POPULATIONS

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Region IV Public Health Training Center
Rollins School of Public Health, Emory University

Tribal Public Health Summit: April 12, 2016


Learning Objectives

At the end of the session, participants will be able to:

☐ Describe steps for assessing workforce training needs.

☐ Develop an initial draft for assessing training needs of the public health workforce serving their tribal community.

☐ Discuss the components of a workforce development plan.

☐ Acquire resources, tools and templates for developing a public health workforce development plan.

Overview of Region IV PHTC

Overview of National PHTC Program

□ Funded in 2014 through a cooperative agreement from the Health Resources and Services Administration (HRSA)

□ 10 Regional Public Health Training Centers (1 in each HHS Region)

□ National Coordinating Center for Public Health Training

□ Purpose of PHTC Program: Improve the nation's public health system by strengthening the knowledge and skills of the <u>current</u> and <u>future</u> public health workforce.
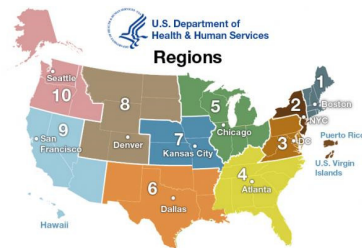
Overview of the Region IV PHTC

- Region IV PHTC is a training center that offers professional development opportunities for:
  - <u>Current</u> public health workforce through **continuing education trainings** and events
  - <u>Future</u> public health workforce through **field placements**

  ….all in 8 southeastern states in HHS Region IV

Region IV PHTC Mission

The mission of the R-IV PHTC is to:

- Strengthen competence of the current and future public health workforce in HHS Region IV (R-IV)
- Develop a learning community within the Central Office and the Local Performance Sites (LPSs)
- Expose public health students to the value of working in underserved areas
- Advocate for public health systems and policies
- Contribute to the work of the national Public Health Training Center (PHTC) program.
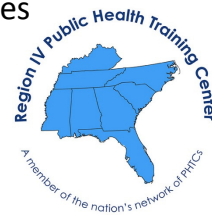
Region IV PHTC Network

Region IV Central Office and Local Performance Sites:

- Region IV PHTC Central Office: Rollins School of Public Health, Emory University
- Tennessee LPS: East Tennessee State University
- Florida LPS: Florida A&M University
- South Carolina LPS: Medical University of South Carolina
- Alabama and Mississippi LPS: University of Alabama at Birmingham
- Kentucky LPS: University of Louisville
- North Carolina LPS: University of North Carolina Wilmington

Region IV with Central Office in Atlanta, GA

Key Components of Training Program

- Designed to meet priority training needs of public health workforce throughout 8 states in Region IV
- Responsive to emerging training needs
- Take the training to the learner
- Includes focus on infectious disease
- Based on Council on Linkages Core Competencies

Council on Linkages Competencies

Council on Linkages Core Competencies for Public Health Professionals

8 Domains

1. Analytical/Assessment Skills
2. Policy Development/Program Planning Skills
3. Communication Skills
4. Cultural Competency Skills
5. Community Dimensions of Practice Skills
6. Public Health Science Skills
7. Financial Management and Planning Skills
8. Leadership and Systems Thinking Skills

Closer Look at the COL Competency Domains

1. **Analytical/Assessment Skills**

   Skills, such as evaluation and needs assessment, and the ability to analyze and interpret quantitative and qualitative data.

2. **Policy Development/Program Planning Skills**

   Skills related to the development of public health policy, and develop plans to implement the policy and related programs.

3. **Communication Skills**

   Skills related to assessing the health literacy of target audiences and writing appropriate health-related communication.

Closer Look at the COL Competency Domains (cont.)

4. **Cultural Competency Skills**

   Skills related to successfully considering the cultural background of the intended audience for public health services, literature, and education.

5. **Community Dimensions of Practice Skills**

   Skills related to collaborating in community-based participatory research efforts, and facilitate partnerships with involved community organizations.

6. **Public Health Science Skills**

   Skills related to ensuring and applying basic public health sciences to public health, such as biostatistics, epidemiology, behavioral sciences, and health education.

Closer Look at the COL Competency Domains (cont.)

7. ### Financial Management and Planning Skills

   Skills related developing and managing a public health budget, preparing proposals, and economic evaluation.

8. ### Leadership and Systems Thinking Skills

   Skills related to utilizing leadership characteristics, serving as a public health role model, and establishing mentoring, peer advising, and other professional development opportunities for the public health workforce.

R-IV PHTC Training Needs Assessment

Needs Assessment Approach

- Mixed Methods Approach
- Existing Data
- New Sources

Needs Assessment Activities

- Review of Formal Needs Assessments:
  - State or Community Health Assessments and Health Improvement Plans (SHAs/CHAs and SHIPs/CHIPs)
  - Statewide Workforce Needs Assessments (when available)

- Needs from Key Stakeholder Interviews

- Surveys of Targeted Audiences

- Informal Communications (training, TA needs) with Central Office and LPS Staff

- Training Evaluation Data

Results of Community Needs Assessments

- ☐ Topical/Skill Areas
  - ◘ Access to care
  - ◘ Mental health and substance abuse
  - ◘ Tobacco use
  - ◘ Maternal & infant health
    - ▪ Including family planning & unplanned pregnancies
  - ◘ Dental Health
  - ◘ Chronic disease prevention
    - ▪ Including diabetes, cancer, CVD, stroke, respiratory disease
  - ◘ Nutrition, physical activity, healthy weight, obesity
  - ◘ Infectious disease
    - ▪ Including STD, HIV/AIDS, immunizations
  - ◘ Social determinants of health and culture of health
  - ◘ Injury and violence prevention

Region IV Reoccurring Competencies

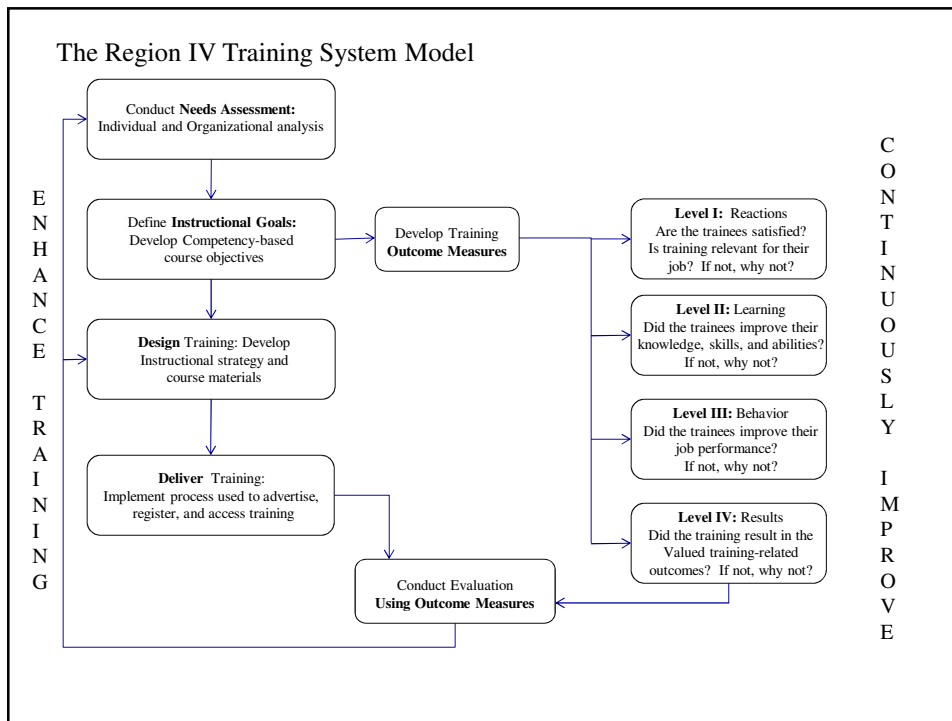| Tier I Professional & Support Staff	Tier II Managers & Supervisors	Tier III Directors & Senior Leaders
Analytical/Assessment Skills	Analytical/Assessment Skills	Analytical/Assessment Skills
Financial Planning and Management	Financial Planning and Management	Policy development/ program planning
Public Health Sciences		Leadership and systems thinking
		Financial Planning and Management

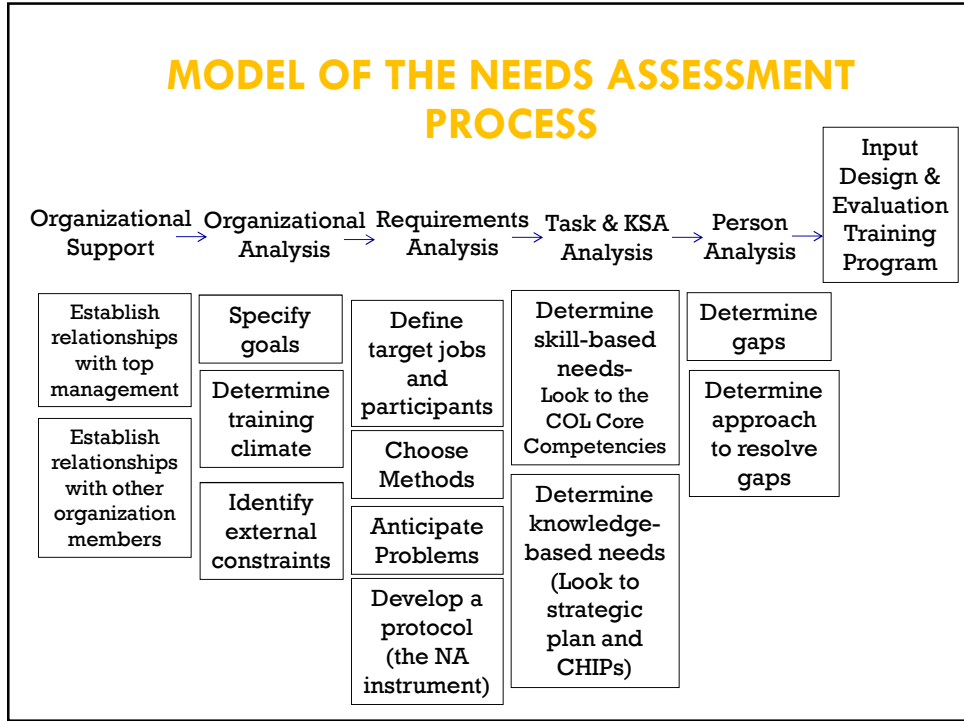# What is a Training Needs Assessment?

Now we will discuss:

- ☐ The purpose of conducting a needs assessment
- ☐ The steps for planning needs assessment
- ☐ Methods commonly used to conduct needs assessments
- ☐ Tools and Templates the R-IV PHTC has available
- ☐ Resources to find out more about the needs assessment process

Purpose of Conducting a Needs Assessment

- Training programs should be designed to achieve goals that meet instructional needs.
- Understanding the capabilities of people in the organization is part of the road map you need as part of the training planning process.
- Training needs assessments provide the information necessary to identify knowledge and skill gaps across the workforce targeted by the assessment.

The Region IV Training System Model

ENHANCE TRAINING

Conduct **Needs Assessment:** Individual and Organizational analysis

Define **Instructional Goals:** Develop Competency-based course objectives

Develop Training **Outcome Measures**

Design Training: Develop Instructional strategy and course materials

Deliver Training: Implement process used to advertise, register, and access training

Conduct Evaluation **Using Outcome Measures**

Level I: Reactions Are the trainees satisfied? Is training relevant for their job? If not, why not?

Level II: Learning Did the trainees improve their knowledge, skills, and abilities? If not, why not?

Level III: Behavior Did the trainees improve their job performance? If not, why not?

Level IV: Results Did the training result in the Valued training-related outcomes? If not, why not?

CONTINUOUSLY IMPROVE

MODEL OF THE NEEDS ASSESSMENT PROCESS

Organizational Support	→	Organizational Analysis	→	Requirements Analysis	→	Task & KSA Analysis	→	Person Analysis	→	Input Design & Evaluation Training Program

Establish relationships with top management	Specify goals	Define target jobs and participants	Determine skill-based needs- Look to the COL Core Competencies	Determine gaps
Establish relationships with other organization members	Determine training climate	Choose Methods		Determine approach to resolve gaps
	Identify external constraints	Anticipate Problems	Determine knowledge-based needs (Look to strategic plan and CHIPs)	
		Develop a protocol (the NA instrument)		

Key Methods

- Questionnaires
- Key Informant Interviews
- Group Discussion/Facilitated Focus Groups
- Test/Case Studies

Questionnaires

- Could be in the form of paper or electronic surveys or polls
- Could be a random or stratified sample of respondents, or an enumeration of an entire "population"
- Can use a variety of question formats: open-ended, forced-choice, priority-ranking, ranking scales.
- Usually self administered
- Advantages and Disadvantages

Questionnaires

Advantages	Disadvantages
Can reach a large number of people in a short time.	Make little provision for free expression or elaboration.
Are relatively inexpensive.	Require substantial time for development of effective instruments.
Give opportunity of expression without fear of embarrassment.	Are of limited utility at getting at underlying issues or causes.
Yield data that is easily summarized and reported.	Suffer low return rates, or begrudging or inappropriate respondents.

Key Informant Interviews

- Secures information from those persons who, by virtue of their formal or informal standing, are in a good position to identify the training needs of a particular group.
- Data can be gathered from key informants by using interviews, group discussions, or questionnaires.
- Interviews can be formal or casual, structured or unstructured, or somewhere in between.
- Can be done in person, on the phone, at the work site, or away from it.

Key Informant Interviews

Advantages	Disadvantages
- Are relatively inexpensive and simple to conduct - Permits input and interaction of a number of individuals, each with their own perspective. - Interviews are adept at revealing feelings, causes of and possible solutions to problems. - Open-ended questions - Provides maximum opportunity for interviewees to express their views.	- Can carry bias since it is based on views of those who tend to see training needs from their own individual perspectives. - May result is only a partial picture of training needs. - Interviews are time consuming and can be difficult to analyze and quantify results

Group Discussions/Facilitated Focus Groups

- Resembles face-to-face interview technique (e.g. structured or unstructured, formal or informal)
- Can be focused on job (role) analysis, or group or organizational goals, tasks, themes.
- Uses one or more familiar group facilitating techniques: brainstorming, nominal group process, consensus rankings, simulation, etc.

Group Discussions/Facilitated Focus Groups

Advantages	Disadvantages
- Permits on-the-spot synthesis of different viewpoints.	- Is time consuming to develop and conduct
- Builds support for the particular needs as they are identified.	- Have to pull people out of work roles to participate.
- Prioritization can be a shared function.	- Therefore, it can be expensive.
- Helps build by in to training planning when participants have input.	- Can produce data that is hard to analyze or prioritize.

Test/Case Study

- Are hybrid forms of questionnaires or can be a modified table top exercises.
- Should be cases built from the actual work done by participants.
- Requires written responses to a hypothetical but relevant scenario.
- Can be very functionally oriented to test worker proficiency.
- May be used to sample learned ideas or facts.
- To administer, you usually need an assistant or help documenting responses.

Test/Case Study

Advantages	Disadvantages
- Can be helpful in determining whether the cause of a recognized problem is a deficiency in knowledge or skill.	- Is time consuming to develop and conduct
- Results are easily quantifiable and comparable.	- Have to pull people out of work roles to participate taking time away from organization
- Can be related to the actual work the participants do day-to-day.	- Therefore, it can be expensive.
	- Can produce data that is hard to analyze or prioritize.

ACTIVITY

Tasks …

Individually

- ☐ Take the *PH Training Needs Assessment Survey* to identify your own trainings needs.
- ☐ Complete the Needs Assessment Worksheet
  - ◘ For each criteria/question, think about how you might adapt the wording for your tribe or community.

Larger Group

- ☐ Discuss some of the areas of adaptation.
- ☐ Look at *Interview Protocol*

Break

Workforce Development Plan

Now we will discuss:

- The purpose of a Workforce Development Plan
- Key steps of the Workforce Development Plan process
- The elements of a Workforce Development Plan
- Resources
- Sample Workforce Development Plans

Purpose of a Workforce Development (WFD) Plan

- In the early 1990's, workforce development was recognized as an Essential Public Health Service (*Assure a Competent Workforce*).
- This includes:
  - Assessing the public health and personal healthcare workforce.
  - Maintaining public health workforce standards.
  - Continuing education and lifelong learning.
- At its simplest level, a competent, capable workforce is at the center of any successful organization.

Purpose of a WFD Plan (cont.)

☐ Effective Public Health action requires an adequately staffed, highly skilled, diverse and interdisciplinary workforce…. The needs to provide existing public health workers with career development opportunities to improve and advance specific job-related skills is clear.

Purpose of a WFD Plan (cont.)

☐ Allow organizations to plan workforce development activities that will:
  ◘ Meet the needs of the workforce
  ◘ Mirror the strategic direction of the organization

☐ Takes into consideration those trainings that are:
  ◘ Mandated by the agency (e.g., ICS training)
  ◘ Necessary to maintain licensure or certifications (e.g., Nursing CEUs)
  ◘ Needed to close the knowledge and skill gaps identified in the needs assessment

Workforce Development Plans

- ☐ Establish a clear picture of the culture you are trying to cultivate (based on strategic vision).
- ☐ Define the individual and organizational benefits of the training program.
- ☐ Communicate Workforce Development Plan with others and share the vision.
- ☐ Gains support of those who can influence others and model behaviors.
- ☐ Can track and recognize progress.

Workforce Development Plans

- ☐ Public Health Accreditation Board Standards and Measures
  - ◘ Domain 8 – Maintain a Competent Workforce
  - ◘ A Workforce Development Plan is the documentation requirement for Measure 8.2.1A and there are several measures outside Domain 8 that link to the Workforce Development Plan.

Workforce Development Plan Toolkit

☐ Developed by ASTHO and Ohio State University College of Public Health

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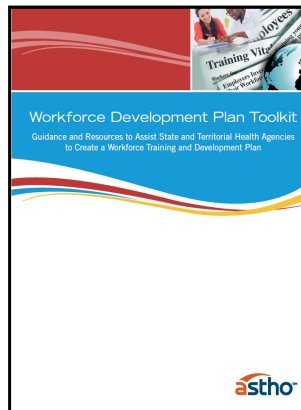
Workforce Development Plan Checklist

☐ Agency Workforce Development Plan Checklist (Page 11 of WFD Plan Toolkit)

   ❑ Requirements for PHAB measure 8.2.1.A specifically for WFD plan documentation

Workforce Development Plan Elements (page 21)

- Table of Contents
- Executive Summary
- Introduction
- Description of Workforce
- Needs Assessment Findings
- Goals and Objectives
- Training or Curriculum Schedule and Description of Materials
- Communication Plan
- Tracking and Monitoring
- Evaluation

Template
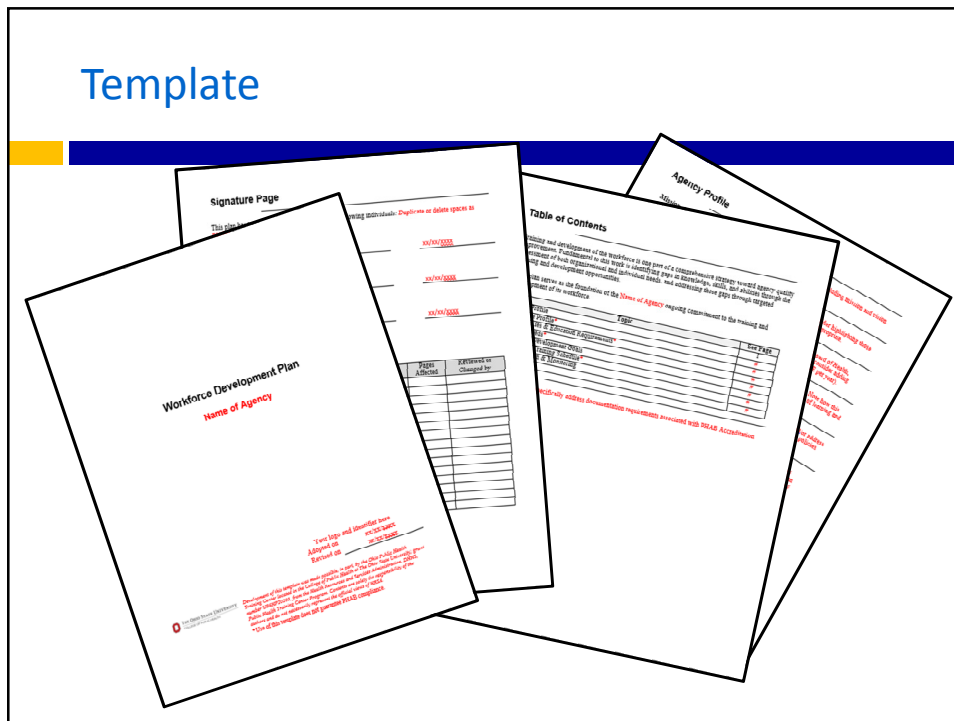
ACTIVITY

Tasks …

Individually

☐ Review Workforce Development Plan template

☐ For each WDP element, indicate:

- ◘ If you have access to the information?
- ◘ If you do not have access to the information?
- ◘ If you do not have access, where you would get the information or do you have to create it?

Larger Group

☐ Discuss what you've discovered from looking at the template and thinking through each element.

Training Resources

R-IV PHTC Overview of Training Activities

- Trainings in each state within region
- Skill-based workshops
  - Practical Evaluation
  - Effective Communication
  - Public Health Informatics
  - Health Literacy and Cultural Competency
- National Webinars
- Archived Trainings
- DEAL Training

Recent/Upcoming National Webinars

- *Shaping Organizational Culture: The Role of Leaders* (live webinar held on March 14)

- *Protecting the Public from Mosquito-borne Illnesses: The Zika Challenge* (live webinar held on March 25)

- *Population Health vs Public Health and ACA's Impact* (live webinar held on March 28)

- *Budgeting – Linking Strategies to Resource Allocations* (live webinar held on April 4)

- *Cultural Competency in the Workplace* (Monday, April 18, 2016 ❖ 12:30 pm – 2 pm)

Register for the live webinar or one of the recordings at:
www.sph.emory.edu/r4phtc

DEAL: Distance Education And Learning

- Free online course
- Teach trainers how to adapt existing in-person curriculum into a distance-based environment
- February – May 2016
- Eligible participants:
  - Experienced public health trainers
  - Have curriculum that could be adapted to a distance environment
  - Committed to offering trainings to meet the training needs of public health workforce in Region IV
- Subset to participate in additional training (convert complete course to distance environment)

R-IV PHTC Website – JUST RELEASED!

- Upcoming Trainings
- Archived Trainings
- Infectious Disease Trainings
- Other national training resources

R-IV PHTC Website (cont.)

- Home Page
  - Upcoming Trainings
  - News
  - Upcoming Events
- Top Navigation including:
  - About the Center
  - Trainings
  - Field Placements
  - Infectious Disease
  - News and Events
  - Resources
  - Contact Us

R-IV PHTC Website (cont.)

- Trainings:
  - Training Overview
  - *Trainings and Events*
  - Infectious Disease
  - National Resources
  - Georgia BOH Videos

R-IV PHTC Website (cont.)

- Infectious Disease:
  - Infectious Disease
  - *Infectious Disease Trainings*

R-IV PHTC Website (cont.)

- ☐ Resources:
  - ▣ State Public Health Agencies
  - ▣ National Public Health Membership Associations
  - ▣ *National, Federal, and International Public Health Resources*
  - ▣ *Training and Education*
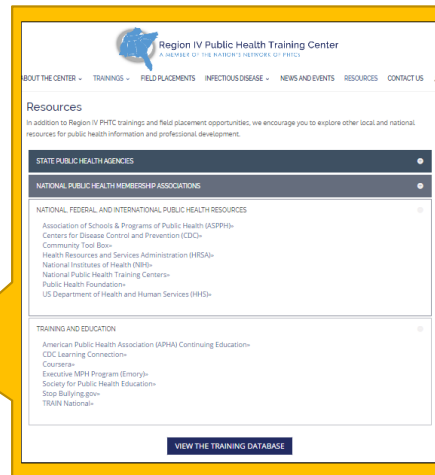
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