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 current and future public health workforce.
Overview of the Region IV PHTC

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

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 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.
7. **Financial Management and Planning Skills**
   Skills related to 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.
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

<table>
<thead>
<tr>
<th>Tier I Professional &amp; Support Staff</th>
<th>Tier II Managers &amp; Supervisors</th>
<th>Tier III Directors &amp; Senior Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical/Assessment Skills</td>
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<tr>
<td>Financial Planning and Management</td>
<td>Financial Planning and Management</td>
<td>Policy development/program planning</td>
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<tr>
<td>Public Health Sciences</td>
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<td>Leadership and systems thinking</td>
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<td>Financial Planning and Management</td>
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</tbody>
</table>
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

1. Conduct Needs Assessment: Individual and Organizational analysis
2. Define Instructional Goals: Develop Competency-based course objectives
3. Design Training: Develop Instructional strategy and course materials
4. Deliver Training: Implement process used to advertise, register, and access training
5. 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?
MODEL OF THE NEEDS ASSESSMENT PROCESS

Organizational Support → Organizational Analysis → Requirements Analysis → Task & KSA Analysis → Person Analysis

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

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

Advantages
- Can reach a large number of people in a short time.
- Are relatively inexpensive.
- Give opportunity of expression without fear of embarrassment.
- Yield data that is easily summarized and reported.

Disadvantages
- Make little provision for free expression or elaboration.
- Require substantial time for development of effective instruments.
- Are of limited utility at getting at underlying issues or causes.
- 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.

Advantages

- 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.

Disadvantages

- 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.

**Advantages**
- Permits on-the-spot synthesis of different viewpoints.
- Builds support for the particular needs as they are identified.
- Prioritization can be a shared function.
- Helps build in to training planning when participants have input.

**Disadvantages**
- Is time consuming to develop and conduct
- Have to pull people out of work roles to participate.
- Therefore, it can be expensive.
- 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.

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Advantages

- Can be helpful in determining whether the cause of a recognized problem is a deficiency in knowledge or skill.
- Results are easily quantifiable and comparable.
- Can be related to the actual work the participants do day-to-day.

Disadvantages

- Is time consuming to develop and conduct
- Have to pull people out of work roles to participate taking time away from organization
- 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 training 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

Take a 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.
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.

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

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

For More Information
Lisa C. McCormick, DrPH, MPH
Evaluator
lamccor@emory.edu

Laura M. Lloyd, MPH, MCHES
Director of Programming
lmloyd@emory.edu

Moose Alperin, EdD, MPH, MCHES
Director of Operations
malperi@emory.edu

Region IV Public Health Training Center
Rollins School of Public Health
Emory University
www.sph.emory.edu/r4phtc