Welcome to ...
Public Health INsights & INnovation

Maintaining a Competent Public Health Workforce

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Objective for Domain 8 – Maintaining a Competent Public Health Workforce:

Personnel will be able to 1) maintain a competent public health workforce by encouraging sufficient number of qualified public health workers, and 2) ensure a competent workforce through assessment of staff competencies, provision of individual training and professional development, and a supportive work environment.

National Public Health Accreditation Board Standards and Measures, Version 1.5
Domain 8: Maintain a Competent Public Health Workforce

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

**Standard 8.2:** Ensure a Competent Workforce through Assessment of Staff Competencies, the Provision of Individual Training and Professional Development, and the Provision of a Supportive Work Environment
Domain 8: Maintaining a Competent Public Health Workforce
Public Health Accreditation Board (PHAB)

Standards and Measures Document
Benefits of Accreditation

- Promotes the health, safety and welfare of society by assuring competent public health professionals
- Assures that the health department has been evaluated and has met accepted standards established by and with the profession
- Provides assurance that the employees have the essential skills and knowledge needed for today’s jobs
- Assures that current training needs of the profession have been met
- Represents a highly desirable indicator of the health department’s quality and viability
- Promotes ongoing self-evaluation and continuous improvement and provides an effective system for accountability
- Enhances the health department’s reputation and peer recognition
Benefits of Workforce Development

- Maximizes employee performance
- Enhances opportunities for promotion from within
- Develops new capabilities in employees
- Minimizes lost work time
- Reduces recruiting costs
- Provides training for specific skills
- Retains valuable employees
- Assures competence
Quality Improvement

• Use of a deliberate and defined improvement process focused on activities that are responsive to community needs and improving population health

• Continuous and ongoing effort to achieve measurable improvements in the efficiency, effectiveness, performance, accountability, outcomes, and other indicators of quality
Workforce Strategies

- Effective public health practice requires a well-prepared workforce
- Strategic workforce development aligned with the health department’s overall mission and goals
- Development of strategies for acquiring, developing, and retaining staff
Domains, Standards, Measures and Documentation

- **Domains**: groups of standards that pertain to a broad group of public health services

- **Standards**: required level of achievement that a health department is expected to meet

- **Measures**: provide a way of evaluating whether the standard is met

- **Documentation**: demonstrates that a health department conforms to the measure
12 Domains

- Domains 1-10: *10 Essential Public Health Services*
- Domain 11: Management & Administration
- Domain 12: Governance

2 Standards

- Domain 8 has 2 Standards
Standards 8.1 and 8.2

**Standard 8.1:** Encourage the development of a sufficient number of qualified public health workers

**Standard 8.2:** Ensure a competent workforce through assessment of staff competencies, the provision of individual training and professional development, and the provision of a supportive work environment
Standard 8.1

Encourage the development of a sufficient number of qualified public health workers
Standard 8.1

Working with schools, academic programs, or other organizations to promote public health as an attractive career choice

Collaborations can create paths for exposing students or new graduates to public health practice
Standard 8.1

Required Documentation for State Health Departments:

1. Relationship or collaboration with educational schools and programs that promotes public health as a career

2. At least one partnership or collaboration (within the last 5 years) that promotes public health as a career choice
Standard 8.1

Required Documentation for Local Health Departments:

1. Relationships or collaborations that promote the development of future public health workers

2. At least one partnership or collaboration (within the last 5 years) that promotes public health as a career choice
Partnerships with Public Health Schools and Programs
Fairbanks School of Public Health

45 full-time faculty

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<thead>
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<th>Departments</th>
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<tr>
<td>Biostatistics</td>
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<td>Environmental Health Science</td>
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</tr>
<tr>
<td>Epidemiology</td>
<td>8</td>
</tr>
<tr>
<td>Health Policy and Management</td>
<td>16</td>
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<tr>
<td>Social and Behavioral Sciences</td>
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608 students enrolled in the 2015 fall semester

<table>
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<tr>
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<td>BSPH – Community Health</td>
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<tr>
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<tr>
<td>Master of Science in Biostatistics</td>
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<td>PhD – Epidemiology</td>
<td>19</td>
</tr>
<tr>
<td>PhD – Health Policy and Management</td>
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</table>
Fairbanks School of Public Health

182 number of graduates in Dec., May and Aug.

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<th>Major</th>
<th>Graduates</th>
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</tr>
<tr>
<td>BSPH in CH</td>
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</tr>
<tr>
<td>BSHSM</td>
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<tr>
<td>MHA</td>
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<tr>
<td>MPH</td>
<td>73</td>
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<tr>
<td>MS</td>
<td>0</td>
</tr>
<tr>
<td>PhD in BIOST</td>
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</tr>
<tr>
<td>PhD in EPI</td>
<td>1</td>
</tr>
<tr>
<td>PhD in HPM</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>182</strong></td>
</tr>
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</table>
Indiana Public Health Training Center

- PHTCs improve our public health system by strengthening the technical, scientific, managerial, and leadership competence of the current and future public health workforce

- The Indiana Public Health Training Center (IPHTC) provides continuing education on important public health issues
Indiana Public Health Training Center

- In a national effort to build competencies and improve capacity, educational courses help improve knowledge and skills in public health.

- Learners have the opportunity to assess their levels of competency, develop an education plan, and access competency-based courses as part of their overall professional development plan.

- IPHTC is nationally recognized as part of the network of HRSA-funded Public Health Training Centers.
Region V Great Lakes Public Health Training Collaborative

Mission:
address the public health workforce development needs

• Illinois
• Indiana
• Ohio
• Michigan
• Minnesota
• Wisconsin
Standard 8.2

Ensure a competent workforce through the assessment of staff competencies, the provision of individual training and professional development, and the provision of a supportive work environment.
Standard 8.2.1

Workforce Development Strategies

Required Documentation:

1. Workforce Development Plan
2. Implemented Workforce Development Strategies
Standard 8.2.2

A Competent Health Department Workforce

Required Documentation:

1. Recruitment of qualified individuals for specific positions
2. Recruitment of individuals who reflect the population
3. Retention activities
4. Position descriptions available to staff
5. A process to verify staff qualifications
6. Verified qualifications for all staff hired
Standard 8.2.3

Professional and Career Development for All Staff

Required Documentation:

1. Participation in personal professional development activities by staff of the health department
2. Development activities for leadership and management staff
3. Participation of department leaders and managers in training provided by others outside the health department
Standard 8.2.4

Environment that is Supportive to the Workforce

Required Documentation:

1. Policies that provide an environment in which employees are supported in their jobs
2. A process for employee recognition
3. Employee wellness activities
Consultation and Technical Assistance Provided to Local Health Depts. re: Evidence-based and Promising Practices in the Development of Workforce Capacity, Training and Continuing Ed

Required Documentation for State Health Departments:

1. The provision of consultation and technical assistance to local health departments
PHI-1.4

Increase the proportion of local public health agencies that incorporate Core Competencies for Public Health Professionals into job descriptions and performance evaluations
PHI-2

Increase the proportion of state, and local public health personnel who receive continuing education consistent with the Core Competencies for Public Health Professionals
PHI-16

Increase the proportion of state and local public health agencies that have implemented an agency-wide quality improvement process
Increase the number or proportion of state and local public health agencies that are accredited
Next 3 Speakers

- Ways in Which to Demonstrate that Domain 8 is Met
- Incorporation of Standards Annual Reviews
- Core Competencies in Job Descriptions
- Training Needs Assessments and IDPs
- Tools (i.e. Ohio State Template)
- Employee Satisfaction Surveys
- Use of Databases to Track Professional Development
Questions?

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Associate Dean for Education & Training
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317-274-3126
Workforce Development

Preparing for National Public Health Accreditation
Mary McKee, MSW, LCSW, CQIA
Marion County Public Health Department, Indianapolis
Workforce Development Environment at MCPHD

- Tuition Reimbursement Policy
- Training included in most department budgets
- Employees encouraged to continue their education and training.
- Approximately 750 employees
Brief Examples of Four Domain 8 Areas

- Workforce Development Plan
- Core Competencies of Public Health and Training
- New Employee Orientation
- Cultural and Linguistic Competency
Workforce Development Plan

- Formed a Workforce Development Plan team
- Applied for and won a free training from Ohio State University, College of Public Health-April 2014
- Used the OSU workforce development plan template, with some tweaks
- Used the Chicago Health Department Workforce Development Plan as an example to guide us.
Ohio State University Workforce Development Plan Template

* http://cph.osu.edu/practice/workforce-development-plan-template
The team met for six months about every six weeks to work on the plan.

The team produced a draft plan. Team consisted of health department leadership, health education and training staff, and human resources staff.
Core Competencies Project

2015
<table>
<thead>
<tr>
<th>Domains of Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analytic Assessment Skills</td>
</tr>
<tr>
<td>2. Policy Development/Program Planning Skills</td>
</tr>
<tr>
<td>3. Communication Skills</td>
</tr>
<tr>
<td>4. Cultural Competency Skills</td>
</tr>
<tr>
<td>5. Community Dimensions of Practice Skills</td>
</tr>
<tr>
<td>6. Basic Public Health Sciences Skills</td>
</tr>
<tr>
<td>7. Financial Planning and Management Skills</td>
</tr>
<tr>
<td>8. Leadership and Systems Thinking Skills</td>
</tr>
</tbody>
</table>
Competency Assessment

Tier 1 Public Health Professionals
2014 Version
Tiers of Staff Levels

- Tier 1: Front Line Staff
- Tier 2: Program Management/Supervisory Level
- Tier 3: Senior Management/Executive Level
Accessing the Core Competency Assessment Tool

Scroll down and click here.
Saving the Core Competency Assessment Tool File

Before filling out the form, you must save the file to your M:Drive.
The employee will share his/her area of improvement (core competency domain) with the supervisor and it will be noted in the 2015 performance appraisal on the bottom of the “Goal Setting and Performance Development Plan” page. The employee doesn’t have to share the score—just the domain number. **This is not part of the employee rating in the 2015 pilot test.**
New Section in the Employee Performance Evaluation Form

<table>
<thead>
<tr>
<th>Development Steps</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
The supervisor will communicate the training need to senior leadership via the performance appraisal instrument.

Supervisor notes that training was completed on the next performance appraisal in 2016.
The data was analyzed to render a Competency Gap Assessment for our organization.

Senior leadership and human resources will develop a training plan for MCPHD/HHC based on the aggregate core competency training needs.

The data may impact future recruitment and retention.
<table>
<thead>
<tr>
<th>Domain Name</th>
<th>Percent of Total Employees (N=597)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical/Assessment Skills</td>
<td>8%</td>
</tr>
<tr>
<td>Policy Development/Program Planning Skills</td>
<td>15%</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>12%</td>
</tr>
<tr>
<td>Cultural Competency Skills</td>
<td>7%</td>
</tr>
<tr>
<td>Community Dimension of Practice Skills</td>
<td>9%</td>
</tr>
<tr>
<td>Public Health Sciences Skills</td>
<td>20%</td>
</tr>
<tr>
<td>Financial Planning &amp; Management Skills</td>
<td>17%</td>
</tr>
<tr>
<td>Leadership &amp; Systems Thinking Skills</td>
<td>9%</td>
</tr>
<tr>
<td>No answer</td>
<td>3%</td>
</tr>
</tbody>
</table>
Core Competencies

* Formed a Job Description Workgroup which reviewed all job descriptions and assigned the appropriate Tier Level (1, 2, or 3 to each one)

* We still need to find the manpower to add this to all of the job descriptions.

* Water Quality and Hazardous Materials Management Dept. went the extra mile.
Senior Leadership identified training offerings that relate to the competency needed.

Employees refer to the training list for available online trainings to be taken by December 31, 2015.

Upon completion of the training, the employee completes a non-identified, one-page evaluation (Survey Monkey) accessed from the Nexus. This will help us discover which trainings are satisfactory.
On March 1, 2015 a list of online links to training for each domain became available on our Intranet.

Based on the results of the Core Competency assessments, we still need to identify/develop local face-to-face group trainings.

If the employee goes to a conference, he/she can attend sessions related to the needed training.

The employee can search for training him/herself as long as it is within the program budget and time parameters. (Webinars, DVDs, MOOCs, etc.)

In-house trainings (Example: those that the P.O.S.T. group completes during its quarterly meetings.)
New Employee Orientation

- The Ten Essential Services of Public Health
- Healthy People 2020
- Core Competencies for Public Health Professionals
- Public Health Emergency Preparedness
Completed a staff assessment by having employees complete a survey online. The Epidemiology Dept. analyzed the results.

Preparing to establish a Cultural and Linguistic Competency Council.

Also have recommendations from outside consultant.
To Do List

* Implement the Workforce Development Plan
* Put Core Competencies of Public Health into the job descriptions.
* Review HR policies to assure that they “provide an environment in which employees are supported in their jobs”.
* Once implemented, assure that the Workforce Development Plan, Strategic Plan, Performance Management System Plan, and QI Plan complement each other.
* Measure employee job satisfaction.
Resource List

- PHAB – www.phaboard.org
- Public Health Foundation (you’ll also find Council on Linkages info here) www.phf.org
- ASTHO -- www.astho.org
- NACCHO -- www.naccho.org
Thank You

- MCPHD Workforce Development Plan Team: Christine Brooks, Karen Holly, James Dix, Joan Trendell, Steven Johnson
- Job Description Committee, esp. Phyllis Peden
- MCPHD Quality Improvement Team
- Health Education, Promotion and Training Dept.
- Jennifer Conner
Domain 8: Maintain a Competent Public Health Workforce

Luke Wren
Montgomery County Health Department
Accreditation Coordinator
Montgomery County Health Department

- Serves a population of over 38,000
- Full-time staff of 7
- 2 part-time employees
- Started down the road to accreditation in early August 2015
Domain 8: Where we are?

- As of now we have our Workforce Development Plan roughly 80-90% completed.

- Currently having staff compile descriptions and timeframes for each training/certification related to their position.

- Consistently adding to the training curricula and schedule.
How we got here?

- Very small department requires a lot of active participation from entire staff

- In the beginning stages we had all staff complete:
  - Individual Development Plans
  - Employee Satisfaction Survey
  - Workforce Needs Assessment
  - CLAS (Culturally and Linguistically Appropriate Services)

- Utilized Ohio State University School of Public Health WDP Template
  - Found at: https://cph.osu.edu/practice/workforce-development-plan-template
**Individual Development Plans (IDPs)**

**Survive and Thrive Individual Development Plan**

**Name:**

**Date:**

**Goal:** The outcome you want to achieve. Could be a personal skill or trait that you want to improve, or a specific organizational initiative you wish to launch (e.g. a more proactive staff development approach).

**Activities:** List the specific activities you will undertake to reach your goal. This could be reading, training classes, consulting with others, taking on new projects, or anything else. Can be directly Survive and Thrive related or something you do on your own.

**Measures/Evidence:** What kind of measure or evidence will you use to know that you accomplished the goal?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Way I Will Measure My Success</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Did you accomplish your goal?** □ Yes □ Partly □ No □ Explain:
### MCHD Employee Satisfaction Survey
#### Results Summary
10/9/15

**Purpose/Introduction:**
The purpose of this survey was to measure overall satisfaction of current Montgomery County Health Department Employees, highlighting areas where improvements can be made while also assessing the current knowledge of the employees in regards to the role of the governing Health Board.

**Participation:**
All 6 non-administrative MCHD employees completed the survey, giving participation percentage of 100%.

<table>
<thead>
<tr>
<th>Q1: Answer Options</th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel encouraged to come up with new and better ways of doing things.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>My work gives me a feeling of personal accomplishment.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>I have the tools and resources to do my job well.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>On my job, I have clearly defined quality goals.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>The administrator does an excellent job of keeping employees informed about matters affecting us.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>When a customer is dissatisfied, I can usually correct the problem to their satisfaction.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>0</td>
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<tr>
<td>My job makes good use of my skills and abilities.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Administrator visibly demonstrate a commitment to quality.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
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<tr>
<td>How satisfied are you with the information you receive from the administrator on what is going on in regards to your job?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>How satisfied are you with your involvement in decisions that affect your work?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Considering everything, how satisfied are you with your job?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>How satisfied are you with the information you receive from the administrator on what’s going on in the MCHD?</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>How satisfied are you with the level of health board’s engagement with the health department?</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Purpose/Introduction:
The purpose of this survey was to measure overall satisfaction of current work environment and training level of Montgomery County Health Department Employees. This assessment highlights areas where improvements can be in regards to physical work environment and personal needs.

Participation:
All 6 non-administrative MCHD employees completed the survey, giving participation percentage of 100%.

Q1: Do you feel like you have all the tools/training(s) you need to do your job at a high level?

Q2: If no, what tools/training(s) would you like to receive?

Q3: Is there any aspect of your personal physical work environment that could be improved? Please explain.

Q4: If you could improve one thing about the entire MCHD office space what would that improvement be?

Q5: Do you have everything you need to complete your job on a day to day basis? Please explain.
Developed by Stratis Health around the Culturally and Linguistically Appropriate Services (CLAS) Standards, the Culture Care Connection CLAS Assessment was designed to help you:

- Evaluate how well your organization meets national cultural and linguistic standards
- Increase understanding of how your facilities systems, policies, and practices may impact its ability to meet the CLAS Standards
- Identify possible strategies to address cultural challenges

Take a FREE Preview of the Culture Care Connection CLAS Assessment.
This brief individual assessment takes approximately five minutes to complete. After completing the assessment, you will receive immediate results including recommendations based on your answers.

START THE PREVIEW
Governance, Leadership, and Workforce

*Our organization ensures that the necessary fiscal and human resources including cultural tools, skills, and knowledge are a priority in our organization.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- N/A

*Our organization's recruitment, hiring, and retention practices achieve a diverse and culturally competent staff, including senior leadership, reflective of our patient/client population.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- N/A

*Our organization requires diversity awareness and cultural competence training at all levels of the organization (i.e., staff, management, providers, etc.).

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Don't know
- N/A
Through this process

- Had staff identify all trainings/certifications/CEUs required for their position.
- Met individually with all staff members to discuss IDPs and trainings/certifications.
- Focused on positions and not on people.
- Identified the need to think about 5 or 10 years from now.
- Asked the question: Would a new employee know exactly what is required to do the job properly?
Important Links

- The Ohio State University School of Public Health Template:
  - [https://cph.osu.edu/practice/workforce-development-plan-template](https://cph.osu.edu/practice/workforce-development-plan-template)

- CLAS Assessment:
  - US Department of Health and Human Services
    - [https://www.thinkculturalhealth.hhs.gov/index.asp](https://www.thinkculturalhealth.hhs.gov/index.asp)
  - Brief on-line assessment tool
Words of advice

- Begin working on Domain 8 ASAP
- Domain 8 is a great starting point for beginning accreditation
  - Can get all staff involved early in the process
  - Can get all staff on the same level of QI and Accreditation knowledge
- Can identify key areas where improvements can be made
  - Jump start into the QI and performance management process
Any Questions?

- Luke Wren, MSGH
- luke.wren@montgomeryco.net
- Office #: 765-364-6440
Professional and Career Development for All Staff:

Managing Training Documentation for Measure 8.2.3
General Information

- Located west of Marion County (Indianapolis)
- Population: 150,000+
- Rural and suburban demographics
- Affluent and “healthy” county
  - 2nd in County Health Rankings
Organizational Structure

Hendricks County Health Board

Hendricks County Health Officer

Vital Records Registrar

Director of Nursing

Assistant Director of Nursing

Healthy Families Hendricks County

Public Health Nurses

Director of Environmental Health

Onsite Team Lead

Food Protection Team Lead

Environmental Health Specialists

Public Health Preparedness Coordinator

Health Educator

Administrative Assistants
Tracking Employee Training

- Became an issue prior to accreditation

- Used Excel spreadsheet to track the training staff was participating in
  - Difficult to sort and identify who was doing what and who needed which training
  - Some staff were receiving training or education while others were getting certifications
Tracking Employee Training

- Created an Access database in September 2012 to keep track of all employee professional development activities
  - Separate categories for certifications and trainings
  - Can upload certifications and training documents
  - Track community outreach activities (e.g. presentations, event participation)
  - Now allows staff and leadership to include exceptional activities for annual performance evaluation
## Employees

<table>
<thead>
<tr>
<th>Employee ID</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
<td>Rachel</td>
</tr>
<tr>
<td>Last Name</td>
<td>Buckman</td>
</tr>
<tr>
<td>Date Hired</td>
<td>11/26/2012</td>
</tr>
<tr>
<td>Date of Promotion</td>
<td></td>
</tr>
<tr>
<td>Date of Resign</td>
<td></td>
</tr>
<tr>
<td>Date of Birth</td>
<td>04/20/1988</td>
</tr>
<tr>
<td>Home Cell</td>
<td>N/A</td>
</tr>
<tr>
<td>Home Land Line</td>
<td>N/A</td>
</tr>
<tr>
<td>Certification ID</td>
<td>PHAB</td>
</tr>
<tr>
<td>Required</td>
<td></td>
</tr>
<tr>
<td>Desired</td>
<td>✔</td>
</tr>
<tr>
<td>Obtained</td>
<td>6/30/2015</td>
</tr>
<tr>
<td>Expired</td>
<td></td>
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</table>

### Certification Details

- **Training**
  - **Training**: Lean Six Sigma
  - **Beginning Date**: 8/11/2015
  - **Ending Date**: 8/11/2015

### Training Details

- **Community Outreach subform**
  - **Outreach Name**: Understanding the 10 Essential Services and the Local Public Health
  - **Location**: Hendricks County Government Center
  - **Date**: 1/26/2015
  - **Participant Number**: 25

### Proficiencies

- **Employee ID**: 24
- **Completion Date**:  |
- **Description**:  |
Certifications: CPR, REHS, NIMS, Certified Food Handler, RN License, Lead Assessor, IOWPA-Certified Installer, Category 8 Pest Control Operator

Training: Agenda, Minutes, Program, Certificate of Participation or Completion, Log Sheet (Cross Training)
Community Outreach: Presentations, Health and Career Fairs, Public Events, Provided Training, Media Interactions

Proficiencies: Reliability and Attendance, Knowledge, Proficiency in Job, Communication, Time Management, Work Relationships, Leadership, Adaptability, Integrity, Initiative
Challenges with Workforce Development

- Fall under the county’s Human Resources Department
  - Not necessarily a bad thing, but can complicate workforce development strategies specific to public health and the health department
  - Competency-based job descriptions must also meet Human Resources formatting
  - Bound by Human Resources policies and procedures regarding pay raises, work environment, and wellness activities
Have Questions about the Database?

**Julie Haan**
Director of Environmental Health
(317) 718-6008
jhaan@co.hendricks.in.us

**Hendricks County Health Department**
**Environmental Health Division**
355 S. Washington St. #210
Danville, IN 46122
Office: (317) 745-9217
Fax: (317) 745-9218

**Website:** www.co.hendricks.in.us/health.html
**Twitter:** @Hendricks_Co
**Facebook:** www.facebook.com/HendricksHealthDept
Contact Information

Rachel Buckman
Health Educator/Accreditation Coordinator
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rbuckman@co.hendricks.in.us

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Questions, Comments?

Presenters:

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Of Education and Training
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Rachel Buckman, CHES
Health Educator & Accreditation Coordinator
Hendricks County Health Department
rbuckman@co.hendricks.in.us
<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association of State and Territorial Health Officials (ASTHO)</td>
<td>Library of sample documentation per domain</td>
<td><a href="http://www.astho.org/accreditation-library/">http://www.astho.org/accreditation-library/</a></td>
</tr>
<tr>
<td>Culture Care Connection</td>
<td>CLAS Assessment Tool</td>
<td><a href="http://www.culturecareconnection.org/navigating/assessment.html">http://www.culturecareconnection.org/navigating/assessment.html</a></td>
</tr>
<tr>
<td>Indiana Public Health Training Center</td>
<td>Nationally Recognized State-based Training Center for Public Health Professionals</td>
<td><a href="http://www.pbhealth.iupui.edu/index.php/ihtc/training/">http://www.pbhealth.iupui.edu/index.php/ihtc/training/</a></td>
</tr>
<tr>
<td>IN TRAIN</td>
<td>A self-directed training site on core competencies, skills, and capabilities of public health</td>
<td><a href="https://in.train.org/DesktopShell.aspx">https://in.train.org/DesktopShell.aspx</a></td>
</tr>
<tr>
<td>Public Health Accreditation Board (PHAB)</td>
<td>Tools, resources, information, research on voluntary public health accreditation</td>
<td><a href="http://www.phaboard.org/">http://www.phaboard.org/</a></td>
</tr>
<tr>
<td>Public Health Foundation</td>
<td>Workforce Needs Assessment – Core Competencies</td>
<td><a href="http://www.phf.org/resourcestools/Pages/Core_Public_Health_Competencies.aspx">http://www.phf.org/resourcestools/Pages/Core_Public_Health_Competencies.aspx</a></td>
</tr>
</tbody>
</table>
Public Health INsights & INnovation

Please join us on Dec. 18 for: Evaluating and Continuously Improving Processes, Programs, and Interventions

Was this webinar helpful to you?
http://survey.constantcontact.com/survey/a07ebuyezalih3vyqk2/start

Save the Date!

Need 1.5 CEUs? Email jomccart@iu.edu!