**Draft PHTC Common Training Needs Assessment Protocol 3-15**

**Note: This document is a dynamic and will continue to be populated as resources appear. The hope is that this will be a website with links to the attachments and other documents received from PHTCs for easier navigation.**

The process of needs assessment can be achieved in many ways and it should be an ongoing part of program and activities for a Public Health Training Center (PHTC). Indeed, assessment data provide essential information to guide prioritization and development of PHTC programs and activities. An assessment can be conducted as a single activity or it can be divided into several components that may be addressed from either primary or secondary data. The purpose of the assessment is to assure both HRSA and the practice partners we serve that **PHTCs are delivering training that enhances the skills of public health practitioners so they are competent to respond to immediate and in some cases anticipated future public health challenges.**

For both quantitative (i.e. survey) or qualitative (i.e. interviews, focus group) needs assessments, a template has been developed that outlines the necessary core components for assessing training needs. In addition to the core components, PHTCs can customize their respective assessments by adding other components. The core components that should be common to all PHTC needs assessment surveys include:

* Target Audience
* Demographics (including disciplines)
* Competency Assessment
* Assessment of Priority Public Health Challenges
* Other Areas of Assessment
* Follow-up

**HRSA Reporting**

Needs Assessment data and associated reports should be shared with HRSA has a separate document and/or as part of the annual narrative reports.

|  |  |
| --- | --- |
| **Assessment Components** | **Resources** |
| **At a minimum, a PHTC needs assessment should address state and local governmental public health practitioners.** As every public health system is different, a PHTC should identify the key public health target audiences in their state, based on their approved program.Assessingthe entire governmental public health workforce in a PHTC catchment area may not be practical or necessary. For example, if your PHTC is training public health nurses, that is your target audience. Whatever the identified public health audience, it is important to stratify the group being assessed into entry level, management and leadership levels (see also section on Competency Assessment). |
| **Demographics** |
| **Must have demographic section.** This will aid in enumeration and comparison of results across states. Should include non-professional staff. Demographic data must include HRSA required demographic areas.The demographic section will aid in enumeration and comparison of results across states, localities, disciplines, and levels of practice. This can be accomplished through a comprehensive instrument or through secondary data, such as state and local personnel data, state associations, etc. Each PHTC should focus on the demographics of their target audience. Where possible job categories used in the NACCHO Local Health Department Profile Study should be used.**At minimum, each PHTC should be able to report the following demographics,** which are consistent with HRSA-required demographics including: gender, age, ethnicity (Hispanic, Non-Hispanic), race, type of institution (Local, state, regional health department, CBO, educational institution), discipline and employment setting (urban, rural). **Other questions might include:** * Do you currently practice in an underserved area, or, for an organization that targets an underserved area/population?
* Does your profession have continuing education requirements for registration/licensure/certification?
* What are your barriers to training?
 | **Demographic questions**HRSA Required Demographics (Attachment 1)Examples from state and local assessment (Attachment 2)[State Centers for Health Statistics](http://www.ehdp.com/links/us-shsa.htm) |
|  |
| **Public Health Challenge Assessment** |  |
| While all competency-based training is designed to build the capacity of the workforce, it is important to apply the training to current critical issues, as identified by the practice partners in the PHTC catchment area. The process of identification of critical issues can be formal or informal, using PHTC advisory body meetings, key informant interviews, focus groups; meetings with partners, etc. A PHTC uses this information to tailor the training content for application purposes. The extent to which these public health challenges are being addressed within competency-based training should be measured in a PHTC’s training and/or program evaluation. | Community Health AssessmentsKey stakeholders[State Centers for Health Statistics](http://www.ehdp.com/links/us-shsa.htm)[Kaiser Family Foundation State Health Facts](http://www.statehealthfacts.org)[County Health Rankings](http://www.countyhealthrankings.org)[America's Health Rankings](http://statehealthstats.americashealthrankings.org/#/country/US/2012/Overall-State-Ranking)[Healthy People 2020](http://www.healthypeople.gov/2020/default.aspx) |
| ***Competency Assessment*** |  |
| * PHTCs should use the [Council on Linkages (COL) Core Public Health Competencies](http://www.phf.org/resourcestools/Documents/Core_Competencies_for_Public_Health_Professionals_2010May.pdf) as the foundation for assessment. This competency set stratifies the workforce into three tiers of professionals: entry level, management, and leadership. In addition to these three COL tiers, assessment may also include non-tier support staff if viewed as important for the PHTC.
* PHTCs may take multiple approaches to assessing competencies (e.g., domain level, individual competency level, content/skill). Regardless of the approach used, PHTCs must be able to map their assessment elements to the eight COL domains. [See attachment at end of this document for examples of assessments that take each approach.]
* Assessments may encompass different components of the public health workforce served by the PHTC, such as 1) geographic (e.g., catchment area; state or region within catchment area; 2) sector (e.g., state or local governmental agencies, FQHCs); 3) the agency or organizational level; or, 4) by public health discipline. ]
* Data may be collected using quantitative approaches (e.g., survey) or qualitative approaches (e.g., key informant interviews, focus groups). Where possible, PHTCs located in the same state should collaborate to conduct a state-wide assessment.
* Assessment methodologies should be designed to place a minimum burden on practice partners and respondents and, when practicable, to provide practice partners with data that can be used for development training plans, grant proposals, or other purposes.
 | [Council on Linkages (COL) Core Public Health Competencies](http://www.phf.org/resourcestools/Documents/Core_Competencies_for_Public_Health_Professionals_2010May.pdf)Attachment 3 – Quantitative examplesAttachment 4 (Survey Method Resources)**Qualitative Assessments**[Key stakeholder interview questions](http://www.sphtc.org/assessments/Focus%20group%20questions.docx) [2012 Focus Group Studies](http://www.ctriphtc.yale.edu/resources/445_151015_2012%20Focus%20Group%20Studies%20Report_Final.pdf)[Of  Connecticut Public Health](http://www.ctriphtc.yale.edu/resources/445_151015_2012%20Focus%20Group%20Studies%20Report_Final.pdf)[Workforce Training Needs](http://www.ctriphtc.yale.edu/resources/445_151015_2012%20Focus%20Group%20Studies%20Report_Final.pdf)**Domain definitions** [Council on Linkages (COL) Core Public Health Competencies](http://www.phf.org/resourcestools/Documents/Core_Competencies_for_Public_Health_Professionals_2010May.pdf)**Self-Assessments (Self Scoring)**[Competency Tier 1](http://www.sphtc.org/assessments/tier1-self-assessment.pdf) (Entry Level) [Competency Tier 2](http://www.sphtc.org/assessments/tier2-self-assessment.pdf) (Management) [Competency Tier 3](http://www.sphtc.org/assessments/tier3-self-assessment.pdf) (Leadership) [Management and Leadership](http://www.sphtc.org/assessments/leaddrshp-mgmt-self-assmt.pdf) [Environmental Health Specialists](http://www.sphtc.org/assessments/eh-specs-self-assess.pdf), (Non-Technical Competencies)[MCH Leadership Competency](http://www.sphtc.org/assessments/mchleadership_skillsself-assessment.pdf)  |
| **Should Assess skills/ability/confidence and importance/relevance at the competency or domain level.** If the needs assessment includes an individual competency assessment, it is recommended that the competency assessment use two dimensions: 1) Importance or Relevance; and, 2) Confidence. This will allow for a “gap” score (difference between importance and competence) to be calculated. Gap scores can be determined by calculating the difference in percentages or difference in means between the two dimensions.  | Attachment 5 |
| **Other Assessments** |
| **Organizational Assessment**Several PHTCs have included questions relating to organizational capacity. This is very useful in determining priorities. | Attachment 6 |
| ***Follow-up*** |  |
| **6**. Must include prioritization process with key stakeholders in order to determine priorities (e.g. PHF process, top need scores by domain or by competency).Once data are collected, it is important that PHTCs determine priorities and continuously work with key stakeholders to develop, evaluate and update a workforce development plan. Where possible, PHTCs should meet identified training needs by utilizing resources developed by the PHTC Network, as follows: 1) by adapting existing course content to meet the specific needs of the practitioners in the PHTC catchment area; or, 2) linking practitioners to existing modules or courses, such as, on-demand distance learning programs. | [How to Focus Your Training and Professional Development Efforts to Improve the Skills of Your Public Health Organization](http://www.phf.org/resourcestools/Pages/Core_Competencies_Prioritization_White_Paper.aspx): White Paper-Public Health Foundation[3-Step Competency Prioritization Sequence](http://www.phf.org/resourcestools/pages/3step_competency_prioritization_sequence.aspx) – Public Health Foundation |
| **7. PHTC should work with stakeholders to develop a workforce development plan.** Where possible link public health practitioners to resources developed by the PHTC Network. | **Workforce reports**[Workforce Development Plan Templates](http://cph.osu.edu/practice/workforce-development-plan-template): Ohio PHTC[Statewide Training Needs Assessment Results](http://cph.osu.edu/practice/statewide-training-needs-assessment-results) – Ohio PHTCWisconsin Reports here[Statewide Training Needs](http://www.sphtc.org/comp-development/WVBPH%20Final%20Workforce%20Report.pdf) [Assessment Results](http://www.sphtc.org/comp-development/WVBPH%20Final%20Workforce%20Report.pdf) – WV –Southeast PHTC |

**Attachment 1**

**HRSA Demographics Questions**

**1. What is your gender?**

**\_\_\_\_Male           \_\_\_ Female**

**2. What is your age?**

**\_\_\_**  19 or Under

**\_\_\_**  20-29

**\_\_\_**  30-39

**\_\_\_**  40-49

**\_\_\_**  50-59

**\_\_\_**  60-69

**\_\_\_**  70 or Older

**3. Is your ethnicity Hispanic/Latino?    \_\_\_ Yes           \_\_\_ No**

**4. With which one of the following races do you *most* identify yourself?**

**\_\_\_**  American Indian or Alaska Native

**\_\_\_** Asian: (If yes, please specify ethnicity)

\_\_ Chinese

\_\_ Filipino

\_\_ Japanese

\_\_ Korean

\_\_ Asian Indian

\_\_ Thai

\_\_ Other

**\_\_\_** Black/African American

**\_\_\_**  White

**\_\_\_**  Native Hawaiian or Other Pacific Islander

**\_\_\_**  Multi-racial

**5. What type of institution do you work for? (select the response that best characterizes it)**

**\_\_\_** Health Department/Jurisdiction

If yes, please specify:   \_\_\_ State   \_\_\_ County   \_\_\_ Local/City

**\_\_\_** College or University

**\_\_\_** Hospital or Community Health Clinic

**\_\_\_** Business

**\_\_\_** Childcare Facility or School

**\_\_\_** Law Enforcement/ Fire/ Emergency Response

**\_\_\_** Community Based Organization

**\_\_\_** Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. Employment location ZIP code: \_\_ \_\_ \_\_ \_\_ \_\_ - \_\_ \_\_ \_\_ \_\_**

**7. Employment setting:     \_\_ Urban          \_\_ Rural**

**8. Do you currently practice in an underserved area, or for an organization that targets an   underserved area/population?** \_\_ Yes \_\_ No

**If so, which of the following options best represents the area or organization in which you     practice? Please select only one.**

**\_\_\_** Health Department

**\_\_\_** Indian Health Center or Tribal Health Services

**\_\_\_** Community Health Center

**\_\_\_** Migrant Health Center

**\_\_\_** Rural Health Clinic

**\_\_\_** National Health Service Corp Site

**\_\_\_** Mental Health Center

**\_\_\_** Health Professions Shortage Area

**\_\_\_** Health Care for the Homeless

**\_\_\_** Designated Ambulatory Practice Site

**\_\_\_** Public Housing Primary Care

**\_\_\_** Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**9. What is your field/profession? Please select only one.**

**\_\_\_** Biostatistics

**\_\_\_** Community Health Worker

**\_\_\_** Consumer

**\_\_\_** Dentist

**\_\_\_** Elected Government Official

**\_\_\_** Emergency Management/ Bioterrorism preparedness (e.g., EMT, paramedic, fire, rescue, HazMat)

**\_\_\_** Environmental Health

**\_\_\_** Epidemiology

**\_\_\_** Health Administration

**\_\_\_** Health Information Systems/Data Analyst

**\_\_\_** Health Promotion/Education

**\_\_\_** Home Health Aide/Medical Assistant

**\_\_\_** Laboratory Sciences

**\_\_\_** Law Enforcement

**\_\_\_** Medical Resident

**\_\_\_** Mental Health/Substance Abuse

**\_\_\_** Nurse

**\_\_\_** Nurse Practitioner

**\_\_\_** Nutritionist/Dietician

**\_\_\_** Pharmacist

**\_\_\_** Physician

**\_\_\_** Physician Assistant

**\_\_\_** Psychologist

**\_\_\_** Public Health Law

**\_\_\_** Public Health Policy

**\_\_\_** Social Worker

**\_\_\_** Student

**\_\_\_** Support Staff (e.g. administrative assistant)

**\_\_\_** Teacher/Faculty

**\_\_\_** Veterinarian

**\_\_\_** Other (please specify)

**10. Do you need to meet continuing education requirements for licensure/certification? \_\_ Yes          \_\_ No**

If yes, please specify type \_\_\_\_\_\_\_\_\_\_\_

**Attachment 2**

**NC Institute for Public Health, Local Health Department Competency-based Needs Assessment-Quantitative Assessment**

The questions in this section of the survey are intended to provide us with more information about you and your work. Please remember that all answers will be kept confidential.

1. Check the range in which your age falls.

* 18-24 years
* 25-34 years
* 35-44 years
* 45-54 years
* 55-64 years
* 65-74 years
* 75+ years

2. What is your gender?

* Male
* Female

3. Which best represents your race? (Please select one)

* White
* Black or African American
* Hispanic/Latino
* American Indian or Alaskan Native
* Asian
* Pacific Islander or Native Hawaiian
* Other [Please specify] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Do not know, unsure, no answer

4. How many total years have you worked in public health at any Health Department/ any Public Health setting (round to the nearest year

5. How many total years have you worked in your current Public Health position (round to nearest year)

6.  How long do you intend to remain in the public health workforce?

* 1-5 years
* 6-10 years
* More than 10 years
* Unsure (Please explain your response) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. What is the highest educational degree you have obtained?

* High School / GED
* Vocational Training
* Some College But No Degree
* Associate / Technical Degree
* Diploma Degree in Nursing
* Bachelor's Degree
* Master's Degree
* Professional Degree (MD, DDS, JD, etc.)
* Other Doctoral Degree

8.  Mark any degrees you have earned from a school or program (please select all that apply).

* ADN
* BA/BS
* BSN
* BSPH
* JD
* MPH
* MSN
* MSPH
* MHA
* MPA
* MPP
* MS
* MSW
* MD
* DO
* DDS
* PhD
* DrPH
* ScD
* Other: Enter Degree(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9.  Mark any of the following licenses or credentials you hold (please select all that apply).

* Certified Health Education Specialist (CHES)
* Certified in Public Health (CPH)
* Clinical Laboratory Scientist (CLS)
* Emergency Medical Technician (EMT)
* Licensed Practical Nurse (LPN)
* Medical Laboratory Assistant (MLA)
* Medical Laboratory Technician (MLT)
* Medical Technologist (MT)
* Registered Dietitian (RD)
* Registered Nurse (RN)
* Registered Pharmacist (RPh)
* Registered Sanitarian (RS)
* Registered Dental Hygienist (RDH)
* Physician Assistant (PA)
* Nurse Practitioner (NP)
* None of the above
* Other: Enter Certification or License: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10.  Select the agency for which you work.

* State Health Department
* Local Health Department (LHD)

11.  If you work at **Division of Public Health**, please indicate the section in which you work:

* State Health Directors Office
* Administrative, Local and Community Support
* Chronic Disease and Injury
* Environmental Health
* Epidemiology
* Health Statistics
* Medical Examiner
* Minority Health and Health Disparities
* Oral Health
* State Lab
* Vital Records
* Women’s and Children’s Health
* Other: please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. If you work at **DPH** what branch do you work in:

* Budget/Contracts/Grants/Purchasing
* Local Technical Assistance & Training
* Information Technology
* Purchase of Medical Care
* Children & Youth
* Early Intervention
* Immunization
* Nutrition Services
* Women’s Health
* Communicable Disease
* Occupational & Environmental
* Medical Examiner
* Public Health Preparedness & Response
* State Laboratory of Public Health
* Asthma
* Diabetes Prevention and Control Branch
* Cancer Prevention & Control
* Community Transformation Grant
* Forensic Tests for Alcohol
* Heart Disease and Stroke
* Injury & Violence Prevention
* Physical Activity/Nutrition
* Tobacco Prevention
* State Center for Health Statistics

13. If you work for **DPH**, what is your position?

* Administrative Staff (budget, contracts, purchasing, HR, POMCS, etc.)
* Administrative Consultant
* BCCCP/WW Nurse Consultant
* Branch Head
* Child Health Nurse Consultants
* Communicable Disease Nurse Consultant
* Dietitian
* Disease Control Specialist
* Disease Intervention Specialist
* Public Health Educator
* Epidemiologist
* Genetic Counselor
* [Immunization Consultant](http://www.ncpublichealthnursing.org/5.12%20NC%20Immunization%20Program%20Regional%20Immunization%20Nurse%20Consultant%20listing.pdf)
* IT staff
* Management Support Staff
* [Lab Consultant](http://www.ncpublichealthnursing.org/Regional%20Lab%20Consultant%20AreaMap09.PPT)
* [PHNPD Regional Nurse Consultant](http://www.ncpublichealthnursing.org/2012-Nurse%20Cons.ppt)
* Program Coordinator
* Program Consultant
* Program Manager
* Program Supervisor
* Public Health Laboratory Personnel
* Public Health Lawyer
* Public Health Physician
* Public Health Dentist
* [Public Health Social Work Consultant](http://www.ncpublichealthnursing.org/WH%20SW%20and%20Nurse%20Consultants%20Map%202008.ppt)
* [RIC and RIN Regional Nurse Consultant](http://www.ncpublichealthnursing.org/RIC%20and%20RIN%20Region%20Listing2008-1.xls)
* [School Health Nurse Consultant](http://www.ncpublichealthnursing.org/Regional%20school%20nurse%20consultant%20map%20rev%20%20Jan%202012.ppt)
* Section Chief
* Sickle Cell educator/counselor
* [TB Nurse Consultant](http://www.ncpublichealthnursing.org/TB%20Nurse%20consultants%20map%202008.ppt)
* Public Health Social Work Consultant
* Public Health Veterinarian
* Vital Records Administration
* [WIC Consultant](http://www.ncpublichealthnursing.org/RNCCoverageMemo_03%2001%202012.pdf)
* [Women's Health Nurse Consultant](http://www.ncpublichealthnursing.org/NC%20DPH%20Women%27s%20Health%20RNC%20July-2011.ppt)
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Still need to add Environmental positions**

14. If you work in a **LHD**, please mark the primary LHD role that you fill (please choose only one).

* Health Director
* Assistant health director
* Public health nurse
* Public health physician
* Public Health Dentist
* Dental Hygienist
* Environmental health specialist/ Sanitarian
* Epidemiologist
* Health educator / Health promotion
* Home Health
* Management support staff
* Nutritionist / WIC
* Public health informatics specialist
* Social Worker
* Behavioral health professional
* Emergency/Preparedness staff
* Administrative or clerical personnel
* Finance
* Other: please specify

15.  For which LHD do you currently work?

* Alamance County
* Albemarle District
* Alexander County
* Anson County
* Appalachian District
* Avery County
* Beaufort County
* Bladen County
* Brunswick County
* Buncombe County
* Burke County
* Cabarrus County
* Caldwell County
* Carteret County
* Caswell County
* Catawba County
* Chatham County
* Cherokee County
* Clay County
* Cleveland County
* Columbus County
* Craven County
* Cumberland County
* Dare County
* Davidson County
* Davie County
* Duplin County
* Durham County
* Edgecombe County
* Forsyth County
* Franklin County
* Gaston County
* Graham County
* Granville-Vance District
* Greene County
* Guilford County
* Halifax County
* Harnett County
* Haywood County
* Henderson County
* Hertford County
* Hoke County
* Hyde County
* Iredell County
* Jackson County
* Johnston County
* Jones County
* Lee County
* Lenoir County
* Lincoln County
* Macon County
* Madison County
* Martin-Tyrell-Washington District
* Mecklenburg County
* Montgomery County
* Moore County
* Nash County
* New Hanover County
* Northampton County
* Onslow County
* Orange County
* Pamlico County
* Pender County
* Person County
* Pitt County
* Randolph County
* Richmond County
* Robeson County
* Rockingham County
* Rowan County
* Rutherford-Polk-McDowell District
* Sampson County
* Scotland County
* Stanly County
* Stokes County
* Surry County
* Swain County
* Toe River District
* Transylvania County
* Union County
* Wake County
* Warren County

14. Please select, from the options below, up to 5 reasons why you might consider leaving public health practice. (Please choose no more than 5.)

* Career Change
* Change in Personal/Life Situation
* Change in Role/Responsibilities
* Commute/Distance Required to Travel to Work
* Enhanced Education/Completion of New Degree/Training
* High Workload
* Lack of Benefits
* Lack of Recognition
* Lack of Training/Education
* Not challenged
* Relocation
* Retirement
* Salary
* Stress Level
* Other (Please specify)
* None of the above

15.  Do you have an interest in furthering your public health education through coursework at a school of public health or professional education (CE)

* Yes
* No

16.  Please select the level of public health education at a school of public health that is of interest to you.

* Professional Education (CE)
* CE Certificate
* Academic Certificate
* Bachelors
* Masters
* DrPH
* PhD
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

17.  Please select the type of academic public health education or training that you would be interested in taking. (Select all that apply.)

* Social and Behavioral Sciences
* Biostatistics
* Health Policy
* Management
* Leadership
* Program Planning and Evaluation
* Occupational and Environmental Health
* Epidemiology
* Community Health Promotion
* Women's Health
* Public Health informatics
* Quality Improvement
* Mental health
* Social Work
* Nutrition
* School Health
* Research Methods
* These types of courses do not interest me.
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18.  What method of course delivery would most appeal to you?

* On-line (distance education)
* On site
* Both (distributed)

19.  What scheduling of on-campus classes would work best for you? (Select all that apply.)

* Daytime
* Evenings
* Weekends
* Not applicable

20.  How far would you be willing to travel at your own cost to attend Public Health courses?

* Less than 25 miles
* 26 - 50 miles
* 50 miles or more

21.  What barriers would need to be overcome for you to enroll in public health coursework? (Select all that apply.)

* No barriers exist
* Time
* Financial support
* Employer approval/support
* Classes are not easily accessible
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Core Public Health Competency Assessment

The following questions refer to public health competencies.  Please answer the questions based on what you have learned in your job and any other education or training you have received. For each question you also will need to indicate how relevant the skill is to your job. Select the appropriate level described below and the survey will automatically direct you to competency questions for that level.  Be sure to read the descriptions thoroughly as you will be unable to return to this page once you have selected your level. Remember that all answers will be kept confidential. Please choose the level that best describes your Role and Level of Experience in Public Health.

* Management Support: An individual who plays a critical administrative/clerical function, but is not providing a public health service nor in a management position.
* Tier 1: (Entry Level): An individual in a public health position who carries out the day-to-day tasks of public health organizations and are not in management positions.  Responsibilities of these public health professionals may include basic data collection and analysis, fieldwork, program planning, outreach activities, programmatic support, and other organizational tasks.
* Tier 2: Management Level: An individual with program management and/or supervisory responsibilities Other responsibilities may include: program development, program implementation, program evaluation, establishing and maintaining community relations, managing timelines and work plans, presenting arguments and recommendations on policy issues, etc.

 Tier 3: Leadership Level: An individual at senior/management level and leaders of public health organizations. In general, an individual who is responsible for the major programs or functions of an organization, setting a strategy and vision for the organization, and/or building the organization’s culture can be considered to be a Tier 3 public health professional. Tier 3 public health professionals (e.g., health officers, executive directors, CEOs, etc.) typically have staff who report to them.

4. How many total years have you worked in public health at any Health Department/ any Public Health setting (round to the nearest year)

 5. How many total years have you worked in your current Public Health position (round to nearest year)

6.  How long do you intend to remain in the public health workforce?

* 1-5 years
* 6-10 years
* More than 10 years
* Unsure (Please explain your response) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. What is the highest educational degree you have obtained?

* High School / GED
* Vocational Training
* Some College But No Degree
* Associate / Technical Degree
* Diploma Degree in Nursing
* Bachelor's Degree
* Master's Degree
* Professional Degree (MD, DDS, JD, etc.)
* Other Doctoral Degree

8.  Mark any degrees you have earned from a school or program (please select all that apply).

* ADN
* BA/BS
* BSN
* BSPH
* JD
* MPH
* MSN
* MSPH
* MHA
* MPA
* MPP
* MS
* MSW
* MD
* DO
* DDS
* PhD
* DrPH
* ScD
* Other: Enter Degree(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9.  Mark any of the following licenses or credentials you hold (please select all that apply).

* Certified Health Education Specialist (CHES)
* Certified in Public Health (CPH)
* Clinical Laboratory Scientist (CLS)
* Emergency Medical Technician (EMT)
* Licensed Practical Nurse (LPN)
* Medical Laboratory Assistant (MLA)
* Medical Laboratory Technician (MLT)
* Medical Technologist (MT)
* Registered Dietitian (RD)
* Registered Nurse (RN)
* Registered Pharmacist (RPh)
* Registered Sanitarian (RS)
* Registered Dental Hygienist (RDH)
* Physician Assistant (PA)
* Nurse Practitioner (NP)
* None of the above
* Other: Enter Certification or License: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11.  If you work at **Division of Public Health**, please indicate the section in which you work:

* State Health Directors Office
* Administrative, Local and Community Support
* Chronic Disease and Injury
* Environmental Health
* Epidemiology
* Health Statistics
* Medical Examiner
* Minority Health and Health Disparities
* Oral Health
* State Lab
* Vital Records
* Women’s and Children’s Health
* Other: please specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. If you work at **DPH** what branch do you work in:

* Budget/Contracts/Grants/Purchasing
* Local Technical Assistance & Training
* Information Technology
* Purchase of Medical Care
* Children & Youth
* Early Intervention
* Immunization
* Nutrition Services
* Women’s Health
* Communicable Disease
* Occupational & Environmental
* Medical Examiner
* Public Health Preparedness & Response
* State Laboratory of Public Health
* Asthma
* Diabetes Prevention and Control Branch
* Cancer Prevention & Control
* Community Transformation Grant
* Forensic Tests for Alcohol
* Heart Disease and Stroke
* Injury & Violence Prevention
* Physical Activity/Nutrition
* Tobacco Prevention
* State Center for Health Statistics

13. If you work for **DPH**, what is your position?

* Administrative Staff (budget, contracts, purchasing, HR, POMCS, etc.)
* Administrative Consultant
* BCCCP/WW Nurse Consultant
* Branch Head
* Child Health Nurse Consultants
* Communicable Disease Nurse Consultant
* Dietitian
* Disease Control Specialist
* Disease Intervention Specialist
* Public Health Educator
* Epidemiologist
* Genetic Counselor
* [Immunization Consultant](http://www.ncpublichealthnursing.org/5.12%20NC%20Immunization%20Program%20Regional%20Immunization%20Nurse%20Consultant%20listing.pdf)
* IT staff
* Management Support Staff
* [Lab Consultant](http://www.ncpublichealthnursing.org/Regional%20Lab%20Consultant%20AreaMap09.PPT)
* [PHNPD Regional Nurse Consultant](http://www.ncpublichealthnursing.org/2012-Nurse%20Cons.ppt)
* Program Coordinator
* Program Consultant
* Program Manager
* Program Supervisor
* Public Health Laboratory Personnel
* Public Health Lawyer
* Public Health Physician
* Public Health Dentist
* [Public Health Social Work Consultant](http://www.ncpublichealthnursing.org/WH%20SW%20and%20Nurse%20Consultants%20Map%202008.ppt)
* [RIC and RIN Regional Nurse Consultant](http://www.ncpublichealthnursing.org/RIC%20and%20RIN%20Region%20Listing2008-1.xls)
* [School Health Nurse Consultant](http://www.ncpublichealthnursing.org/Regional%20school%20nurse%20consultant%20map%20rev%20%20Jan%202012.ppt)
* Section Chief
* Sickle Cell educator/counselor
* [TB Nurse Consultant](http://www.ncpublichealthnursing.org/TB%20Nurse%20consultants%20map%202008.ppt)
* Public Health Social Work Consultant
* Public Health Veterinarian
* Vital Records Administration
* [WIC Consultant](http://www.ncpublichealthnursing.org/RNCCoverageMemo_03%2001%202012.pdf)
* [Women's Health Nurse Consultant](http://www.ncpublichealthnursing.org/NC%20DPH%20Women%27s%20Health%20RNC%20July-2011.ppt)
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. If you work in a **LHD**, please mark the primary LHD role that you fill (please choose only one).

* Health Director
* Assistant health director
* Public health nurse
* Public health physician
* Public Health Dentist
* Dental Hygienist
* Environmental health specialist/ Sanitarian
* Epidemiologist
* Health educator / Health promotion
* Home Health
* Management support staff
* Nutritionist / WIC
* Public health informatics specialist
* Social Worker
* Behavioral health professional
* Emergency/Preparedness staff
* Administrative or clerical personnel
* Finance
* Other: please specify

15.  For which LHD do you currently work?

* Alamance County
* Albemarle District
* Alexander County
* Anson County
* Appalachian District
* Avery County
* Beaufort County
* Bladen County
* Brunswick County
* Buncombe County
* Burke County
* Cabarrus County
* Caldwell County
* Carteret County
* Caswell County
* Catawba County
* Chatham County
* Cherokee County
* Clay County
* Cleveland County
* Columbus County
* Craven County
* Cumberland County
* Dare County
* Davidson County
* Davie County
* Duplin County
* Durham County
* Edgecombe County
* Forsyth County
* Franklin County
* Gaston County
* Graham County
* Granville-Vance District
* Greene County
* Guilford County
* Halifax County
* Harnett County
* Haywood County
* Henderson County
* Hertford County
* Hoke County
* Hyde County
* Iredell County
* Jackson County
* Johnston County
* Jones County
* Lee County
* Lenoir County
* Lincoln County
* Macon County
* Madison County
* Martin-Tyrell-Washington District
* Mecklenburg County
* Montgomery County
* Moore County
* Nash County
* New Hanover County
* Northampton County
* Onslow County
* Orange County
* Pamlico County
* Pender County
* Person County
* Pitt County
* Randolph County
* Richmond County
* Robeson County
* Rockingham County
* Rowan County
* Rutherford-Polk-McDowell District
* Sampson County
* Scotland County
* Stanly County
* Stokes County
* Surry County
* Swain County
* Toe River District
* Transylvania County
* Union County
* Wake County
* Warren County

14. Please select, from the options below, up to 5 reasons why you might consider leaving public health practice. (Please choose no more than 5.)

* Career Change
* Change in Personal/Life Situation
* Change in Role/Responsibilities
* Commute/Distance Required to Travel to Work
* Enhanced Education/Completion of New Degree/Training
* High Workload
* Lack of Benefits
* Lack of Recognition
* Lack of Training/Education
* Not challenged
* Relocation
* Retirement
* Salary
* Stress Level
* Other (Please specify)
* None of the above

15.  Do you have an interest in furthering your public health education through coursework at a school of public health or professional education (CE)

* Yes
* No

16.  Please select the level of public health education at a school of public health that is of interest to you.

* Professional Education (CE)
* CE Certificate
* Academic Certificate
* Bachelors
* Masters
* DrPH
* PhD
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

17.  Please select the type of academic public health education or training that you would be interested in taking. (Select all that apply.)

* Social and Behavioral Sciences
* Biostatistics
* Health Policy
* Management
* Leadership
* Program Planning and Evaluation
* Occupational and Environmental Health
* Epidemiology
* Community Health Promotion
* Women's Health
* Public Health informatics
* Quality Improvement
* Mental health
* Social Work
* Nutrition
* School Health
* Research Methods
* These types of courses do not interest me.
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18.  What method of course delivery would most appeal to you?

* On-line (distance education)
* On site
* Both (distributed)

19.  What scheduling of on-campus classes would work best for you? (Select all that apply.)

* Daytime
* Evenings
* Weekends
* Not applicable

20.  How far would you be willing to travel at your own cost to attend Public Health courses?

* Less than 25 miles
* 26 - 50 miles
* 50 miles or more

21.  What barriers would need to be overcome for you to enroll in public health coursework? (Select all that apply.)

* No barriers exist
* Time
* Financial support
* Employer approval/support
* Classes are not easily accessible
* Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Core Public Health Competency Assessment**

The following questions refer to public health competencies.  Please answer the questions based on what you have learned in your job and any other education or training you have received. For each question you also will need to indicate how relevant the skill is to your job. Select the appropriate level described below and the survey will automatically direct you to competency questions for that level.  Be sure to read the descriptions thoroughly as you will be unable to return to this page once you have selected your level. Remember that all answers will be kept confidential. Please choose the level that best describes your Role and Level of Experience in Public Health.

* Management Support: An individual who plays a critical administrative/clerical function, but is not providing a public health service nor in a management position.
* Tier 1: (Entry Level): An individual in a public health position who carries out the day-to-day tasks of public health organizations and are not in management positions.  Responsibilities of these public health professionals may include basic data collection and analysis, fieldwork, program planning, outreach activities, programmatic support, and other organizational tasks.
* Tier 2: Management Level: An individual with program management and/or supervisory responsibilities Other responsibilities may include: program development, program implementation, program evaluation, establishing and maintaining community relations, managing timelines and work plans, presenting arguments and recommendations on policy issues, etc.

* Tier 3: Leadership Level: An individual at senior/management level and leaders of public health organizations. In general, an individual who is responsible for the major programs or functions of an organization, setting a strategy and vision for the organization, and/or building the organization’s culture can be considered to be a Tier 3 public health professional. Tier 3 public health professionals (e.g., health officers, executive directors, CEOs, etc.) typically have staff who report to them.

**Attachment 3**

**Examples of some of the items in the resource guide**

**COMPETENCY ASSESSMENT APPROACHES**

**1.) Assessment at Domain Level**

For each skill area listed below, please indicate how important it is for you to have these skills and how confident you are in your ability to perform these skills.

| SKILL AREA | IMPORTANCE**How important is it for you to have these skills?** | CONFIDENCE**How confident are you in your ability to perform these skills?** |
| --- | --- | --- |
| 1 = Not Important At All2 = Not Important3 = Neutral4 = Important5 = Very Important | 1 = Not Confident At All2 = Not Confident3 = Neutral4 = Confident5 = Very Confident |
| **Analytic/Assessment Skills:** Skills, such as evaluation and needs assessment, and the ability to analyze and interpret quantitative and qualitative data.  | 1        2        3        4       5                             | 1        2        3        4       5                             |
| **Policy Development/Program Planning Skills:** Skills related to the development of public health policy, and develop plans to implement the policy and related programs.     | 1        2        3        4       5                             | 1        2        3        4       5                             |
| **Communication Skills:** Skills related to assessing the health literacy of target audiences and writing appropriate health-related communication. | 1        2        3        4       5                             | 1        2        3        4       5                             |
| **Cultural Competency Skills:** Skills related to successfully considering the cultural background of the intended audience for public health services, literature, and education.   | 1        2        3        4       5                             | 1        2        3        4       5                             |
| **Community Dimensions Skills:** Skills related to collaborating in community-based participatory research efforts, and facilitate partnerships with involved community organizations. | 1        2        3        4       5                             | 1        2        3        4       5                             |
| **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. | 1        2        3        4       5                             | 1        2        3        4       5                             |
| **Financial Planning and Management Skills:** Skills related developing and managing a public health budget, preparing proposals, and economic evaluation.  | 1        2        3        4       5                             | 1        2        3        4       5                             |
| **Leadership and Thinking Systems 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. | 1        2        3        4       5                             | 1        2        3        4       5                             |

**2.) Assessment at the Individual Competency Level**

For each individual skill listed below, please indicate how important it is for you to have these skills and how confident you are in your ability to perform these skills.

| SKILLS | IMPORTANCE**How important is it for you to have these skills?** | CONFIDENCE**How confident are you in your ability to perform these skills?** |
| --- | --- | --- |
| 1 = Not Important At All2 = Not Important3 = Neutral4 = Important5 = Very Important | 1 = Not Confident At All2 = Not Confident3 = Neutral4 = Confident5 = Very Confident |
| **Analytic/Assessment Skills** |
| Assesses the health status of populations and their related determinants of health and illness (e.g., factors contributing to health promotion and disease prevention, availability and use of health services) | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Describes the characteristics of a population-based health problem (e.g., equity, social determinants, environment) | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Generates variables that measure public health conditions | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Uses methods and instruments for collecting valid and reliable quantitative and qualitative data | 1        2        3        4       5                             | 1        2        3        4       5                             |
| References sources of public health data and information | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Examines the integrity and comparability of data | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Identifies gaps in data sources | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Employs ethical principles in the collection, maintenance, use, and dissemination of data and information  | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Interprets quantitative and qualitative data | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Makes community-specific inferences from quantitative and qualitative data (e.g., risks and benefits to the community, health and resource needs) | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Uses information technology to collect, store, and retrieve data | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Uses data to address scientific, political, ethical, and social public health issues | 1        2        3        4       5                             | 1        2        3        4       5                             |
| **Policy Development/Program Planning Skills** |
| Analyzes information relevant to specific public health policy issues | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Analyzes policy options for public health programs | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Determines the feasibility and expected outcomes of policy options (e.g., health, fiscal, administrative, legal, ethical, social, political) | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Describes the implications of policy options (e.g., health, fiscal, administrative, legal, ethical, social, political) | 1        2        3        4       5                             | 1        2        3        4       5                             |
| **ETC.**  | 1        2        3        4       5                             | 1        2        3        4       5                             |

**3.) Assessment at the Content/Skill Level**

For each content area listed below, please indicate how important it is for you to understand this content area and how confident you are in your ability to perform tasks in this content area.

| CONTENT AREA | IMPORTANCE**How important is it for you to have these skills?** | CONFIDENCE**How confident are you in your ability to perform these skills?** |
| --- | --- | --- |
| 1 = Not Important At All2 = Not Important3 = Neutral4 = Important5 = Very Important | 1 = Not Confident At All2 = Not Confident3 = Neutral4 = Confident5 = Very Confident |
| Core Functions and Essential Services of Public Health | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Epidemiology  | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Biostatistics | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Environmental Health | 1        2        3        4       5                             | 1        2        3        4       5                             |
| U.S. Healthcare Policy | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Behavioral Theories  | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Health Communications  | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Health Literacy | 1        2        3        4       5                             | 1        2        3        4       5                             |
| Social Media to Disseminate Public Health Messages | 1        2        3        4       5                             | 1        2        3        4       5                             |

***NOTES:*** *Green highlighted cells can be mapped to Public Health Sciences Skills domain. Blue highlighted cells can be mapped to Communication Skills domain.*

**Attachment 4**

**Tools Available for Needs Assessments**

Conducting a Needs Assessment can consist of various methodologies, including both quantitative and qualitative measures. Assessments conducted online can expedite data processing, reduce manual data entry, and reduce costs (i.e., paper, postage, labor). One key feature is that there will be a reduction in data entry errors. Using an online system to capture data gathered when using qualitative methods, such as responses to open-ended questions, can also help save transcription time. Furthermore, online systems exist that allow users to create login/passwords to be able to save and return to the survey if they are interrupted and have to stop. Below is a list of some of several commonly used systems, how to access, and key features. This list is not meant to be exhaustive of all options nor is it meant to be an endorsement of one over another, but to only provide ideas.

|  |  |  |
| --- | --- | --- |
| System | Web | Key Features |
| Fee-based Web-based Survey Systems |
| SurveyMonkey | <http://www.surveymonkey.com/> | Free option with limited responses and questions; Fee-based subscriptions provide more options, including results available in multiple formats (i.e., SPSS, PDF, csv, doc) and customization; easy to use  |
| Qualtrics | <https://www.qualtrics.com/> | Customizable; multiple question options available; results available in multiple formats (i.e., SPSS, PDF, csv, doc); easy to use |
| QuestionPro | <http://www.questionpro.com/> | Customization available; multiple question formats and results available in multiple formats (i.e., SPSS, PDF, csv, doc) and customization; easy to use  |
|  |  |  |
| Free Open-Source Survey Software |
| LimeSurvey | <http://www.limesurvey.org/> | Free, robust, various question formats (i.e., dual array scales, open-ended, choose all), results can be downloaded in SPSS format and imported directly to SPSS; need technical support and hosting to install and customize; can be integrated into your website; users can create login/password and save work; + |
| Drupal Webform module | <http://drupal.org/project/webform> | Free; need technical support and hosting to install and customize + |
|  |  |  |

|  |
| --- |
| Paper/PDF Form-based Surveys |
| Adobe Acrobat Pro | <http://www.adobe.com/products/acrobatpro.html>  | At the most basic Pro can create a PDF form with a submit button (to send responses to an email address); this PDF can be emailed to participants who can click submit; these responses can then be copy/pasted into spreadsheets for analysis  |
| Microsoft Word |  | Survey Templates are available; requires manual data entry |
| Scantron | <http://www.scantron.com/index.aspx> | Various options from survey services to creation of printable survey forms compatible with Scantron readers  |
|  |  |  |
| University-wide Systems |
| Scantron Class-climate | <http://www.scantron.com/classclimate/> | Some universities/colleges have system-wide subscriptions to class-climate which allows the creation of online and/or printable surveys; printable surveys are formatted to be compatible with Scantron readers  |
|  |  |  |
| Transcription Software (Cost) |
| Express Scribe | <http://www.nch.com.au/scribe/> | Voice recognition software; poor quality recordings or recordings with poor enunciation may be difficult; will need to be reviewed for accuracy; system might need to be “trained” to recognize user |
| Dragon’s Naturally Speaking | <http://www.nuance.com/dragon/index.htm> | Voice recognition software; poor quality recordings or recordings with poor enunciation may be difficult; will need to be reviewed for accuracy; system might need to be “trained” to recognize user |
| Adobe Speech Analysis | <http://www.adobe.com/products/premiere/extend.displayTab3.html> | Voice recognition software; poor quality recordings or recordings with poor enunciation may be difficult; will need to be reviewed for accuracy; system might need to be “trained” to recognize user |
|  |  |  |
| Fee-based Transcription Services |
| Speech to Text Service | <http://speechtotextservice.com/> | Send electronic file to this service; they transcribe (fee/minute of recording) based on recording quality |

**Attachment 5**

**Examples of Need and Relevance Scoring**



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**Attachment 6**

**Organizational Level Competency Question**

**Thanks to the Ohio Public Health Training Center and the Wisconsin Center for Public Health Education and Training.**

|  |  |  |
| --- | --- | --- |
| **Organizational Level Competencies**  | **Skill** | **Importance** |
| **Information Management**- Provides ongoing training and technical assistance to improve data collection methods and enhance utilization of information  |  |  |
| **Communication**- Listens and learns in order to adapt personal and professional behavior to culturally unique needs of organization members  |  |  |
| **Change Management**- Identifies the need for, and the direction of, adaptation and change within the organization through creating, acquiring, and transferring knowledge.  |  |  |
| **Partnership and Collaboration**- Promotes an organizational environment that facilitates team building, team problem-solving, and self-managing work.  |  |  |
| **Partnership and Collaboration**- Supports daily and long-term activities characterized by teamwork, consensus, and participation.  |  |  |
| **Systems Thinking**- Acknowledges that a problem exists and involves stakeholders at all levels of the organization in its solution. |  |  |
| **Health Promotion:** -Advocates for elimination of health disparities and support of health equity in all organizational activities so everybody in the community can be healthy.  |  |  |



