2014 Core Competencies for Public Health Professionals

Kathleen Amos, MLIS, Assistant Director
Janelle Nichols, MPH, Project Assistant
Council on Linkages Between Academia and Public Health Practice
Public Health Foundation

June 16, 2015 webinar
Association of Public Health Nurses
www.phnurse.org
Phone and Webinar Etiquette

• All attendee telephones will be muted
• If you have a question for the presenter:
  • Type it in the Question Window on the right side of your screen
  • Click on “send privately” button
• Questions will be answered at the end of the session in the order in which they are received
• Please refrain from sending messages to “entire audience” during the presentation

Disclosures

The planners and presenters have no conflict of interest and have not received any financial support for any part of the planning of this presentation.
Requirements for Successful Completion

• In order to successfully complete the education activity and receive 1.00 nursing contact hour, webinar RN participants must attend the entire “Live” presentation on June 16, 2015 and complete the online course evaluation which will be emailed to RN participants who were on the “Live” webinar.

• Continuing education credit will be provided only for RNs who successfully complete the entire educational activity on June 16, 2015 for 30 days following the “live” webinar.

• The webinar will be archived and slides will be posted on the APHN website www.phnurse.org

Accreditation Statement

Continuing education credit Credentialing Center’s Commission on Accreditation. will be provided through the Public Health Nursing and Professional Development (PHNPD) Unit. Public Health Nursing and Professional Development, Department of Health and Human Services, is an approved provider of continuing nursing education by the North Carolina Nurses Association, an accredited approver by the American Nurses.
Presenters

Kathleen Amos, MLIS
Public Health Foundation
Assistant Director
Council on Linkages
Between Academia and Public Health Practice

Janelle Nichols, MPH
Public Health Foundation
Project Assistant
Council on Linkages
Between Academia and Public Health Practice
Learning Objectives

- Describe the Core Competencies
- Describe the revisions to the Core Competencies
- Identify at least three tools and resources that can assist public health professionals or organizations with using the Core Competencies
Overview

▷ What are the Core Competencies for Public Health Professionals and how are they being used?

▷ How have they changed?

▷ Is there anyone out there who can help with their use?!?!
Council on Linkages Between Academia and Public Health Practice

To improve public health practice, education, and research by:

- Fostering, coordinating, and monitoring links among academia and the public health and healthcare community;
- Developing and advancing innovative strategies to build and strengthen public health infrastructure; and
- Creating a process for continuing public health education throughout one’s career.

20 National Public Health Organizations:
- American Association of Colleges of Nursing
- American College of Preventive Medicine
- American Public Health Association
- Association for Prevention Teaching and Research
- Association of Accredited Public Health Programs
- Association of Public Health Laboratories
- Association of Schools and Programs of Public Health
- Association of State and Territorial Health Officials
- Association of University Programs in Health Administration
- Centers for Disease Control and Prevention
- Community-Campus Partnerships for Health
- Health Resources and Services Administration
- National Association of County and City Health Officials
- National Association of Local Boards of Health
- National Environmental Health Association
- National Library of Medicine
- National Network of Public Health Institutes
- National Public Health Leadership Development Network
- Quad Council of Public Health Nursing Organizations
- Society for Public Health Education

Funded by Centers for Disease Control and Prevention

Staffed by Public Health Foundation
**PHF Mission:**
We improve the public’s health by strengthening the quality and performance of public health practice

[www.phf.org](http://www.phf.org)
Core Competencies for Public Health Professionals

- Are a set of skills desirable for the broad practice of public health

- Reflect characteristics that staff of public health organizations may want to possess as they work to protect and promote health in the community

- Are designed to serve as a starting point for practice and academic organizations to understand, assess, and meet training and workforce needs
Core Competencies for Public Health Professionals

- 8 Domains:
  - Analytical/Assessment Skills
  - Policy Development/Program Planning Skills
  - Communication Skills
  - Cultural Competency Skills
  - Community Dimensions of Practice Skills
  - Public Health Sciences Skills
  - Financial Planning and Management Skills
  - Leadership and Systems Thinking Skills

- 3 Tiers:
  - Tier 1 – Front Line Staff/Entry Level
  - Tier 2 – Program Management/Supervisory Level
  - Tier 3 – Senior Management/Executive Level
# Core Competencies for Public Health Professionals

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A1. Describes factors affecting the health of a community (e.g., equity, income, education, environment)</td>
<td>1B1. Describes factors affecting the health of a community (e.g., equity, income, education, environment)</td>
<td>1C1. Describes factors affecting the health of a community (e.g., equity, income, education, environment)</td>
</tr>
<tr>
<td>1A2. Identifies quantitative and qualitative data and information (e.g., vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) that can be used for assessing the health of a community</td>
<td>1B2. Determines quantitative and qualitative data and information (e.g., vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) needed for assessing the health of a community</td>
<td>1C2. Determines quantitative and qualitative data and information (e.g., vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) needed for assessing the health of a community</td>
</tr>
<tr>
<td>1A3. Applies ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information</td>
<td>1B3. Applies ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information</td>
<td>1C3. Ensures ethical principles are applied in accessing, collecting, analyzing, using, maintaining, and disseminating data and information</td>
</tr>
<tr>
<td>1A4. Uses information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information</td>
<td>1B4. Uses information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information</td>
<td>1C4. Uses information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information</td>
</tr>
<tr>
<td>1A5. Selects valid and reliable data</td>
<td>1B5. Analyzes the validity and reliability of data</td>
<td>1C5. Evaluates the validity and reliability of data</td>
</tr>
<tr>
<td>1A6. Selects comparable data (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions)</td>
<td>1B6. Analyzes the comparability of data (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions)</td>
<td>1C6. Evaluates the comparability of data (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions)</td>
</tr>
<tr>
<td>1A7. Identifies gaps in data</td>
<td>1B7. Resolves gaps in data</td>
<td>1C7. Resolves gaps in data</td>
</tr>
</tbody>
</table>
Who Uses the Core Competencies?

- ~60% of State Health Departments (ASTHO, 2014)
- ~26% of Local Health Departments (NACCHO, 2013)
- >90% of Academic Public Health Programs (Council on Linkages, 2006)

Core Competencies are also used by:
- CDC
- HRSA’s Public Health Training Centers
- TRAIN affiliates
- Healthy People 2020
- Public Health Accreditation Board
- Others……..
Uses of the Core Competencies

- Job descriptions
- Performance objectives
- Performance reviews and evaluations
- Workforce competency/needs assessments
- Workforce development plans
- Training plans
- Course review and development
- Discipline-specific competencies
- Preparing for accreditation – PHAB Standards and Measures Domain 8
Brief History of the Core Competencies

- April 2001: Original set adopted
  - Specified skill levels
  - Difficult to measure – intentional
  - Decision to revisit every 3 years
  - Widespread use
  - Demonstrated benefits and validity

- May 2010: 1st revision adopted
  - Three tiers
  - More measurable
  - Turned focus to tool development

- June 2014: 2nd revision adopted
  - Addresses new concepts – accreditation and health reform
  - Clarifies and simplifies many competencies
2014 Core Competencies for Public Health Professionals

- Adopted unanimously: June 26, 2014
- 3rd version released
- Extensive review and revision process: March 2013-June 2014
- Engagement of Council on Linkages member organizations, Core Competencies Workgroup members, other professionals and organizations
Core Competencies Review and Revision Process

- **March 2013:** Council on Linkages votes to initiate review process
- **March 2013:** Public comment period begins
- **Sept 2013:** Council on Linkages votes to initiate revision process based on initial feedback
- **Dec 2013:** Public comment period ends
- **Jan 2014:** Core Competencies Workgroup begins revisions
- **Jan - May:** Feedback and drafts shared publicly
- **June 2014:** Council on Linkages unanimously adopts revised Core Competencies
Feedback Received – Over 1,000 Comments

- Retain 8 domains
- Clarify and simply individual competencies
- Assure each competency is truly only one competency
- Add new concepts – health reform, accreditation, social marketing
- Add more examples
- Reorder competencies in a more logical order
- Don’t move competencies from one domain to another
- Add another tier
- Help with use of the Core Competencies
Clarify and Simplify

**2010:** Applies communication and group dynamic strategies (e.g., principled negotiation, conflict resolution, active listening, risk communication) in interactions with individuals and groups (3B6)

**2014:** Facilitates communication among individuals, groups, and organizations (3B7)
Add More Examples

- **2010:** Negotiates for the use of community assets and resources (5B8)

- **2014:** Explains the ways assets and resources (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs) can be used to improve health in a community (5B9)
Reduce Jargon

2010: Incorporates systems thinking into public health practice (8B2)

2014: Explains the ways public health, health care, and other organizations can work together or individually to impact the health of a community (8B3)
Add New Concepts

2010:

2014: Advocates for the role of public health in providing population health services (8B10)

2014: Ensures development of a state/Tribal/community health improvement plan (e.g., describing measurable outcomes, determining needed policy changes, identifying parties responsible for implementation) (2C1)
Expand on Concepts

2010: Develops mechanisms to monitor and evaluate programs for their effectiveness and quality (2B9)

2014: Explains the importance of evaluations for improving policies, programs, and services (2B10)

Evaluates policies, programs, and services (e.g., outputs, outcomes, processes, procedures, return on investment) (2B11)

Implements strategies for continuous quality improvement (2B12)
Other Decisions

- Kept 8 domains – number and topic areas
- Reordered individual competencies
- Competencies were not moved from one domain to another
- Greater assurance that each competency only represents one competency
- Development of an additional tier – under discussion
- Tools are being revised and developed
Summary of Resources and Tools to Support Use

Existing:
- Crosswalk of 2014 and 2010 Core Competencies
- Self-assessment instruments
- Job descriptions
- Workforce development plans
- Examples of use

Coming Soon:
- Checklist for course providers
- Crosswalk of 2014 Core Competencies and Essential Public Health Services
- FAQs
- Others?
Crosswalk of the 2014 and 2010 Core Competencies

Illustrates the relationships between individual competencies in the two versions

<table>
<thead>
<tr>
<th>Analytical/Assessment Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2014</strong></td>
</tr>
<tr>
<td>1A1. Describes factors affecting the health of a community (e.g., equity, income, education, environment)</td>
</tr>
<tr>
<td>1A2. Identifies quantitative and qualitative data and information (e.g., vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) that can be used for assessing the health of a community</td>
</tr>
<tr>
<td>1A3. Applies ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information</td>
</tr>
<tr>
<td>1A4. Uses information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information</td>
</tr>
<tr>
<td>1A5. Selects valid and reliable data</td>
</tr>
</tbody>
</table>
Competency Self-Assessments

- Tools to help assess gaps in skills and knowledge related to the Core Competencies and identify training needs
- Available for each tier of the Core Competencies
- Provide an overall score of competence within each of the 8 Core Competencies domains
## Competency Self-Assessments: Scoring

### Cultural Competency Skills

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am unaware or have very little knowledge of the skill</td>
</tr>
<tr>
<td>2</td>
<td>I have heard of, but have limited knowledge or ability to apply the skill</td>
</tr>
<tr>
<td>3</td>
<td>I am comfortable with my knowledge or ability to apply the skill</td>
</tr>
<tr>
<td>4</td>
<td>I am very comfortable, an expert, or could teach this skill to others</td>
</tr>
</tbody>
</table>

**To what degree are you able to effectively...**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Average Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical/Assessment Skills</td>
<td>0.0</td>
</tr>
<tr>
<td>Policy Development/Program Planning Skills</td>
<td>0.0</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>0.0</td>
</tr>
<tr>
<td>Cultural Competency Skills</td>
<td>0.0</td>
</tr>
<tr>
<td>Community Dimensions of Practice Skills</td>
<td>0.0</td>
</tr>
<tr>
<td>Public Health Sciences Skills</td>
<td>0.0</td>
</tr>
<tr>
<td>Financial Planning and Management Skills</td>
<td>0.0</td>
</tr>
<tr>
<td>Leadership and Systems Thinking Skills</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Your Results**

Enter the average total from each domain in the corresponding row below.

- To what degree are you able to effectively describe the concept of diversity as it applies to individuals and populations?
- To what degree are you able to effectively describe the diversity of individuals and populations in a community?
- To what degree are you able to effectively describe the ways diversity may influence policies, programs, services, and the health of a community?
- To what degree are you able to effectively recognize the contribution of diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community?
- To what degree are you able to effectively address the diversity of individuals and populations when implementing policies, programs, and services that affect the health of a community?
- To what degree are you able to effectively describe the effects of policies, programs, and services on different populations in a community?
- To what degree are you able to effectively describe the value of a diverse public health workforce?

**Total Score** (Add all scores and enter total here) 0.0

**Average Total** (Divide the "Total Score" by 7 and enter the result here and into the corresponding row of the "Your Results" section) 0.0

**Interpreting Your Results**

Based on the averages you have for each domain in the "Your Results" section above, you are now ready to identify the strengths in your practice and the areas that you would like to improve or strengthen.

For example, if you have scored a "1" in any domain, you will want to consider focusing your time and energy toward achieving the competencies in that domain, followed by domains in which you scored a "2," with a lower priority given to domains in which you scored a "3" or higher.

Once you have identified your priorities, you can use this information to guide you in developing a learning plan with one or more personal professional goals for the next year, in engaging in a discussion with your supervisor, mentor, or coach, and in choosing learning opportunities that will help you reach your goals and meet the requirements for continuing competence in your occupation or discipline.
Job Descriptions

Sample job descriptions that incorporate the Core Competencies as key qualifications

**JOB DESCRIPTION**

HEALTH COMMISSIONER

**ROLE OVERVIEW:**
An appointed public official who serves as the Health Commissioner of the General Health District in Mahoning County, Ohio, and chief executive officer of the Mahoning County District Board of Health. The Health Commissioner reports to the District Board of Health. The Board of Health prescribes the terms and conditions of appointment in accordance with Ohio law. The term may not exceed five years and may be renewed.

**TASKS ASSOCIATED WITH FUNCTIONS, COMPETENCIES AND SKILLS**

- Assures that the Board of Health conducts organizational strategic planning and monitors progress toward strategic goals
- Assures that the Board of Health participates in or leads ongoing community health assessment and planning in partnership with other community stakeholders, e.g., hospitals and other health departments

**COMPETENCIES AND SKILLS:** the Health Commissioner possesses skill levels in these priority Core Competencies for Public Health Professionals appropriate for the senior management level:

**Analytical/Assessment Skills**
- Reviews health status assessments of populations and their related determinants of health conducted by the Board of Health and other organizations
- Expands access to public health data and information for the Board of Health, staff and public
- Ensures the application of ethical principles in the collection, maintenance, use, and dissemination of data and information
- Integrates the findings from quantitative and qualitative data into organizational operations
Workforce Development Plans

Sample workforce development plans that incorporate the Core Competencies

**COMPETENCIES & EDUCATION REQUIREMENTS**

**Core Competencies**

The Department will adapt the Core Competencies for Public Health Professionals ("Core Competencies") developed by the Council on Linkages Between Academia and Public Health Practice (Council on Linkages) to meet the needs of the Department. Core Competencies are a set of skills for the broad practice of public health, reflecting the characteristics that staff of public health organizations should possess as they work to protect and promote health in the community. The Core Competencies will serve as a framework for the Department to understand, assess, and meet the training and workforce needs of its employees. The Core Competencies are divided into the following key dimensions of public health practice:

**Mandatory Training**

The table below lists training required by the agency and/or by state or federal mandate:

<table>
<thead>
<tr>
<th>Training</th>
<th>Who</th>
<th>Competency Addressed</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIPAA (Health Insurance Portability and Accountability Act)</td>
<td>All staff, Interns</td>
<td>Policy, development/program planning skills, Communication</td>
<td>Annually</td>
</tr>
</tbody>
</table>
Examples of Core Competencies Use

- Examples of how the Core Competencies are integrated into workforce development activities
- Highlight the work of health departments, academic institutions, federal agencies, and national associations
- Submissions are welcome!
Summary of Resources and Tools to Support Use

Existing:
- Crosswalk of 2014 and 2010 Core Competencies
- Self-assessment instruments
- Job descriptions
- Workforce development plans
- Examples of use

Coming Soon:
- Checklist for course providers
- Crosswalk of 2014 Core Competencies and Essential Public Health Services
- FAQs
- Others?
Competency-Based Training

TRAIN is a free service of Public Health Foundation and operates through collaborative partnerships with state and federal agencies, local and national organizations, and educational institutions.

Through this site, you can:

- Quickly find and register for many courses listed on Train.org and participating TRAIN affiliate sites.
- Track your learning with personal online transcripts.
- Access valuable materials, course reviews, and discussions to improve your learning experience, and
- Stay informed of the latest public health trainings for your area or expertise.

If this is your first visit, click “Create Account” on the left menu to register for TRAIN and start learning today!
If you already have an account, please enter your Login Name and Password in the text-boxes provided on the left menu and click “Login”.

Visit one of our affiliate sites:

Announcement:

The Public Health Foundation’s TRAIN Team would like to invite public health, workforce development, public safety, and emergency preparedness leaders to webinar demonstrations on TRAIN’s functions and features and how to post courses to TRAIN. TRAIN Demonstration: Learning the Basics (Course ID 1042110) demonstrates navigating the TRAIN system and registering for courses. Introduction to Posting Courses and Training to TRAIN (Course ID 1044530) outlines the tools that TRAIN offers to easily and quickly manage workforce training. Both webinars are offered once per month. Create a TRAIN account and register today as seating is limited! If there are specific questions regarding the webinars, please contact the TRAIN Team.
The Public Health Foundation strengthens the quality and performance of public health practice through its learning management network, technical assistance and training, and learning resource center.

**Learning Management Network**
The nation’s premier learning management network for professionals helping to protect the public’s health – over 940,000 registered learners and 29,000 courses.

[www.train.org](http://www.train.org)

**Technical Assistance & Training**
Performance management, quality improvement, and workforce development services
- Customized onsite workshops and retreats
- Strategic planning, change facilitation, accreditation preparation
- Tools, case stories, articles, and papers

[www.phf.org/qiservices](http://www.phf.org/qiservices)
[www.phf.org/resourcetools](http://www.phf.org/resourcetools)

**Learning Resource Center**
Where public health, health care, and allied health professionals find high quality training materials at an affordable price
- Comprehensive selection of publications
- Many consumer-oriented health education publications
- Stories and webinars on using The Guide to Community Preventive Services

[http://bookstore.phf.org](http://bookstore.phf.org)
[www.phf.org/communityguide](http://www.phf.org/communityguide)

**Academic Practice Linkages**
Furthering academic/practice collaboration to assure a well-trained, competent workforce and strong, evidence-based public health infrastructure
- Council on Linkages Between Academia and Public Health Practice
- Core Competencies for Public Health Professionals
- Academic Health Department Learning Community

[www.phf.org/councilonlinkages](http://www.phf.org/councilonlinkages)
[www.phf.org/corecompetencies](http://www.phf.org/corecompetencies)

[www.phf.org](http://www.phf.org)
Questions?

Kathleen Amos, MLIS, Assistant Director
Janelle Nichols, MPH, Project Assistant
Council on Linkages Between Academia and Public Health Practice, Public Health Foundation

Stay Informed:
- Council on Linkages Update – Janelle Nichols, jnichols@phf.org
- PHF E-News – www.phf.org/AboutUs/Pages/Email_Newsletters.aspx

Email Questions: Kathleen Amos, kamos@phf.org
Disclosures

The planners and presenter have no conflict of interest and have not received any financial support for any part of the planning of this presentation.
Requirements for Successful Completion

• In order to successfully complete the education activity and receive 1.00 nursing contact hour, webinar RN participants must attend the entire “Live” presentation on June 16, 2015 and complete the online course evaluation which will be emailed to RN participants who were on the “Live” webinar.

• Continuing education credit will be provided only for RNs who successfully complete the entire educational activity on June 16, 2015 for 30 days following the “live” webinar.

• The webinar will be archived and slides will be posted on the APHN website www.phnurse.org

Accreditation Statement

Continuing education credit Credentialing Center’s Commission on Accreditation. will be provided through the Public Health Nursing and Professional Development (PHNPD) Unit. Public Health Nursing and Professional Development, Department of Health and Human Services, is an approved provider of continuing nursing education by the North Carolina Nurses Association, an accredited approver by the American Nurses.
THANK YOU!

For further information on this Webinar and other programs offered by the Association of Public Health Nurses, please go to: www.phnurse.org

or call us at 614-846-1777

You can also reach us by email at: ExecDirector@phnurse.org

or

AdminAsst@phnurse.org