2018 Tier 2 Workforce Training Assessment

Within the Public Health Division (PHD) Strategic Map, workforce development has been selected as a priority for the PHD. The 2018 training assessment survey is being utilized to determine target areas for workforce training as well as providing employees and supervisors with information they can utilize for individualized training. This survey should take no longer than 30 minutes to complete.

The 2018 PHD Workforce Training Assessment contains three sections:
1) Knowledge about Core Competencies for Public Health Professionals
2) Prioritization of Core Competencies as it relates to your unique position
3) Knowledge about software applications, skills, and Wyoming Department of Health policies and procedures.

We will be asking for you to include your name at the end of this survey. Your name will allow the development of individualized training plans.

DEADLINE FOR COMPLETION: June 29, 2018

Introduction- Knowledge of Public Health Core Competencies

The purpose of this competency assessment is to help you discover your level of competence within each domain of the Core Competencies for Public Health Professionals.

By assessing your level of knowledge or skill for each competency described, you will be able to prioritize your learning time to focus on those areas that are most important to you and to concentrate where the need for training and learning may be greatest.

This section of the survey is divided into the following domains of public health practice:

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

Directions:
1) Read each competency listed under the domains.

2) In each domain, and for each competency, <u>think about what level you are currently able to perform the skill</u>. Then rate your level of proficiency on each competency by selecting the response that best describes your self-reported level of expertise for that competency. Don't compare yourself to others when answering; Do consider your own level of skill on each competency.

2018 Tier 2 Competency Assessment

Unit Identification

To provide Unit Managers the opportunity to summarize and analyze training data for their unit staff we are asking personnel to indicate the unit they are located within.

1. Within which PHD organizational unit are you located, if you are not in a unit please skip this question

- ◯ Chronic Disease/Maternal and Child Health Epidemiology
- ◯ Communicable Disease
- ◯ Emergency Medical Services
- ◯ Immunization
- ◯ Infectious Disease Epidemiology
- ◯ Maternal and Child Health
- ◯ Prevention and Health Promotion
- ◯ Public Health Emergency Preparedness
- ◯ Public Health Laboratory
- ◯ Public Health Nursing
- ◯ Rural and Frontier Health
- ◯ Women, Infants and Children

2018 Tier 2 Competency Assessment

Analytical/Assessment Skills

Analytical/Assessment Skills focus on identifying and understanding data, turning data into information for action, assessing needs and assets to address community health needs, developing

community health assessments, and using evidence for decision making.

***None - I am unaware, or have very little knowledge of the item**
***Aware - I have heard of it; limited knowledge and/or ability to apply the skill**
***Knowledgeable - I am comfortable with knowledge or ability to apply the skill**
***Proficient - I am very comfortable, an expert; could teach this to others**

2. To what degree are you able to effectively…

	None	Aware	Knowledgeable	Proficient
Describe factors affecting the health of a community (e.g., equity, income, education, environment)	○	○	○	○
Determine 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	○	○	○	○
Apply ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information	○	○	○	○
Use information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information	○	○	○	○
Analyze the validity and reliability of data	○	○	○	○
Analyze the comparability of data (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions)	○	○	○	○
Resolve gaps in data	○	○	○	○
Collect valid and reliable quantitative and qualitative data	○	○	○	○
Analyze quantitative and qualitative data	○	○	○	○
Interpret quantitative and qualitative data	○	○	○	○
Identify assets and resources that can be used for improving the health of a community (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs)	○	○	○	○
Assess community health status and factors influencing health in a community (e.g., quality, availability, accessibility, and use of health services; access to affordable housing)	○	○	○	○
Develop community health assessments using information about health status, factors influencing health, and assets and resources	○	○	○	○
Make evidence-based decisions (e.g., determining research agendas, using recommendations from The Guide to Community Preventive Services in planning population health services)	○	○	○	○
Advocate for the use of evidence in decision making that affects the health of a community (e.g., helping policy makers understand community health needs, demonstrating the impact of programs)	○	○	○	○

Comments:

Policy Development/Program Planning Skills

Policy Development/Program Planning Skills focus on determining needed policies and programs; advocating for policies and programs; planning, implementing, and evaluating policies and programs; developing and implementing strategies for continuous quality improvement; and developing and implementing community health improvement plans and strategic plans.

*None - I am unaware, or have very little knowledge of the item
*Aware - I have heard of it; limited knowledge and/or ability to apply the skill
*Knowledgeable - I am comfortable with knowledge or ability to apply the skill
*Proficient - I am very comfortable, an expert; could teach this to others

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

	None	Aware	Knowledgeable	Proficient
Ensure state/Tribal/community health improvement planning uses community health assessments and other information related to the health of a community (e.g., current data and trends; proposed federal, state, and local legislation; commitments from organizations to take action)	○	○	○	○
Develop program goals and objectives	○	○	○	○
Contribute to development of organizational strategic plan (e.g., includes measurable objectives and targets; incorporates community health improvement plan, workforce development plan, quality improvement plan, and other plans)	○	○	○	○
Implement organizational strategic plan	○	○	○	○
Monitor current and projected trends (e.g., health, fiscal, social, political, environmental) representing the health of a community	○	○	○	○
Develop options for policies, programs, and services (e.g., secondhand smoking policies, data use policies, HR policies, immunization programs, food safety programs)	○	○	○	○
Examine the feasibility (e.g., fiscal, social, political, legal, geographic) and implications of policies, programs, and services	○	○	○	○
Recommend policies, programs, and services for implementation	○	○	○	○
Implement policies, programs, and services	○	○	○	○
Explain the importance of evaluations for improving policies, programs, and services	○	○	○	○
Evaluate policies, programs, and services (e.g., outputs, outcomes, processes, procedures, return on investment)	○	○	○	○
Implement strategies for continuous quality improvement	○	○	○	○
Use public health informatics in developing, implementing, evaluating, and improving policies, programs, and services (e.g., integrated data systems, electronic reporting, knowledge management systems, geographic information systems)	○	○	○	○

Comments:

2018 Tier 2 Competency Assessment

Communication Skills

Communication Skills focus on assessing and addressing population literacy; soliciting and using community input; communicating data and information; facilitating communications; and communicating the roles of government, health care, and others.

*None - I am unaware, or have very little knowledge of the item
*Aware - I have heard of it; limited knowledge and/or ability to apply the skill
*Knowledgeable - I am comfortable with knowledge or ability to apply the skill
*Proficient - I am very comfortable, an expert; could teach this to others

4. To what degree are you able to effectively…

	None	Aware	Knowledgeable	Proficient
Assess the literacy of populations served (e.g., ability to obtain, interpret, and use health and other information; social media literacy)	○	○	○	○
Communicate in writing and orally with linguistic and cultural proficiency (e.g., using age-appropriate materials, incorporating images)	○	○	○	○
Solicit input from individuals and organizations (e.g., chambers of commerce, religious organizations, schools, social service organizations, hospitals, government, community-based organizations, various populations served) for improving the health of a community	○	○	○	○
Select approaches for disseminating public health data and information (e.g., social media, newspapers, newsletters, journals, town hall meetings, libraries, neighborhood gatherings)	○	○	○	○
Convey data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, letters, press releases)	○	○	○	○
Communicate information to influence behavior and improve health (e.g., uses social marketing methods, considers behavioral theories such as the Health Belief Model or Stages of Change Model)	○	○	○	○
Facilitate communication among individuals, groups, and organizations	○	○	○	○
Communicate the roles of governmental public health, health care, and other partners in improving the health of a community	○	○	○	○

Comments:

2018 Tier 2 Competency Assessment

Cultural Competency Skills

Cultural Competency Skills focus on understanding and responding to diverse needs, assessing organizational cultural diversity and competence, assessing effects of policies and programs on different populations, and taking action to support a diverse public health workforce.

*None - I am unaware, or have very little knowledge of the item
*Aware - I have heard of it; limited knowledge and/or ability to apply the skill
*Knowledgeable - I am comfortable with knowledge or ability to apply the skill
*Proficient - I am very comfortable, an expert; could teach this to others

5. To what degree are you able to effectively…

	None	Aware	Knowledgeable	Proficient
Describe the concept of diversity as it applies to individuals and populations (e.g., language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, historical experiences)	○	○	○	○
Describe the diversity of individuals and populations in a community	○	○	○	○
Recognize the ways diversity influences policies, programs, services, and the health of a community	○	○	○	○
Support diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community	○	○	○	○
Ensure the diversity of individuals and populations is addressed in policies, programs, and services that affect the health of a community	○	○	○	○
Assess the effects of policies, programs, and services on different populations in a community (e.g., customer satisfaction surveys, use of services by the target population)	○	○	○	○
Describe the value of a diverse public health workforce	○	○	○	○
Advocate for a diverse public health workforce	○	○	○	○

Comments:

2018 Tier 2 Competency Assessment

Community Dimensions of Practice Skills

Community Dimensions of Practice Skills focus on evaluating and developing linkages and relationships within the community, maintaining and advancing partnerships and community involvement, negotiating for use of community assets, defending public health policies and programs, and evaluating effectiveness and improving community engagement.

*None - I am unaware, or have very little knowledge of the item
*Aware - I have heard of it; limited knowledge and/or ability to apply the skill
*Knowledgeable - I am comfortable with knowledge or ability to apply the skill
*Proficient - I am very comfortable, an expert; could teach this to others

6. To what degree are you able to effectively…

	None	Aware	Knowledgeable	Proficient
Distinguish the roles and responsibilities of governmental and non-governmental organizations in providing programs and services to improve the health of a community	○	○	○	○
Identify relationships that are affecting health in a community (e.g., relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, and other types of organizations)	○	○	○	○
Suggest relationships that may be needed to improve health in a community	○	○	○	○
Establish relationships to improve health in a community (e.g., partnerships with organizations serving the same population, academic institutions, policy makers, customers/clients, and others)	○	○	○	○
Maintain relationships that improve health in a community	○	○	○	○
Facilitate collaborations among partners to improve health in a community (e.g., coalition building)	○	○	○	○
Engage community members to improve health in a community (e.g., input in developing and implementing community health assessments and improvement plans, feedback about programs and services)	○	○	○	○
Use community input for developing, implementing, evaluating, and improving policies, programs, and services	○	○	○	○
Explain 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	○	○	○	○
Advocate for policies, programs, and resources that improve health in a community (e.g., using evidence to demonstrate the need for a program, communicating the impact of a program)	○	○	○	○
Collaborate in community-based participatory research	○	○	○	○

Comments:

2018 Tier 2 Competency Assessment

Public Health Sciences Skills

Public Health Sciences Skills focus on understanding the foundation and prominent events of public health, applying public sciences to practice, critiquing and developing research, using evidence when developing policies and programs, and establishing academic partnerships.

*None - I am unaware, or have very little knowledge of the item
*Aware - I have heard of it; limited knowledge and/or ability to apply the skill
*Knowledgeable - I am comfortable with knowledge or ability to apply the skill

*Proficient - I am very comfortable, an expert; could teach this to others

7. To what degree are you able to effectively…

	None	Aware	Knowledgeable	Proficient
Discuss the scientific foundation of the field of public health	○	○	○	○
Describe prominent events in the history of public health (e.g., smallpox eradication, development of vaccinations, infectious disease control, safe drinking water, emphasis on hygiene and hand washing, access to health care for people with disabilities)	○	○	○	○
Apply public health sciences (e.g., biostatistics, epidemiology, environmental health sciences, health services administration, social and behavioral sciences, and public health informatics) in the delivery of the 10 Essential Public Health Services	○	○	○	○
Apply public health sciences in the administration and management of programs	○	○	○	○
Retrieve evidence (e.g., research findings, case reports, community surveys) from print and electronic sources (e.g., PubMed, Journal of Public Health Management and Practice, Morbidity and Mortality Weekly Report, The World Health Report) to support decision making	○	○	○	○
Determine limitations of evidence (e.g., validity, reliability, sample size, bias, generalizability)	○	○	○	○
Use evidence in developing, implementing, evaluating, and improving policies, programs, and services	○	○	○	○
Identify the laws, regulations, policies, and procedures for the ethical conduct of research (e.g., patient confidentiality, protection of human subjects, Americans with Disabilities Act)	○	○	○	○
Contribute to the public health evidence base (e.g., participating in Public Health Practice-Based Research Networks, community-based participatory research, and academic health departments; authoring articles; making data available to researchers)	○	○	○	○
Develop partnerships that will increase use of evidence in public health practice (e.g., between practice and academic organizations, with health sciences libraries)	○	○	○	○

Comments:

2018 Tier 2 Competency Assessment

Financial Planning and Management Skills

Financial Planning and Management Skills focus on engaging other government agencies that can address community health needs, leveraging public health and health care funding mechanisms, developing and defending budgets, motivating personnel, evaluating and improving program and organization performance, and establishing and using performance management systems to

improve organization performance.

*None - I am unaware, or have very little knowledge of the item
*Aware - I have heard of it; limited knowledge and/or ability to apply the skill
*Knowledgeable - I am comfortable with knowledge or ability to apply the skill
*Proficient - I am very comfortable, an expert; could teach this to others

8. To what degree are you able to effectively…

	None	Aware	Knowledgeable	Proficient
Explain the structures, functions, and authorizations of governmental public health programs and organizations	○	○	○	○
Identify government agencies with authority to address specific community health needs (e.g., lead in housing, water fluoridation, bike lanes, emergency preparedness)	○	○	○	○
Implement policies and procedures of the governing body or administrative unit that oversees the organization (e.g., board of health, chief executive's office, Tribal council)	○	○	○	○
Explain public health and health care funding mechanisms and procedures (e.g., categorical grants, fees, third party reimbursement, tobacco taxes, value-based purchasing, budget approval process)	○	○	○	○
Justify programs for inclusion in organizational budgets	○	○	○	○
Develop program budgets	○	○	○	○
Defend program budgets	○	○	○	○
Prepare proposals for funding (e.g., foundations, government agencies, corporations)	○	○	○	○
Negotiate contracts and other agreements for programs and services	○	○	○	○
Use financial analysis methods in making decisions about policies, programs, and services (e.g., cost effectiveness, cost-benefit, cost-utility analysis, return on investment)	○	○	○	○
Manage programs within current and projected budgets and staffing levels (e.g., sustaining a program when funding and staff are cut, recruiting and retaining staff)	○	○	○	○
Establish teams for the purpose of achieving program and organizational goals (e.g., considering the value of different disciplines, sectors, skills, experiences, and perspectives; determining scope of work and timeline)	○	○	○	○
Motivate personnel for the purpose of achieving program and organizational goals (e.g., participating in teams, encouraging sharing of ideas, respecting different points of view)	○	○	○	○
Use evaluation results to improve program and organizational performance	○	○	○	○
Develop performance management systems (e.g., using informatics skills to determine minimum technology requirements and guide system design, identifying and incorporating performance standards and measures, training staff to use system)	○	○	○	○

	None	Aware	Knowledgeable	Proficient
Use performance management systems for program and organizational improvement (e.g., achieving performance objectives and targets, increasing efficiency, refining processes, meeting Healthy People objectives, sustaining accreditation)	○	○	○	○

Comments:

[   ]

2018 Tier 2 Competency Assessment

Leadership and Systems Thinking Skills

Leadership and Systems Thinking Skills focus on incorporating ethical standards into the organization; creating opportunities for collaboration among public health, health care, and other organizations; mentoring personnel; adjusting practice to address changing needs and environment; ensuring continuous quality improvement; managing organizational change; and advocating for the role of governmental public health.

*None - I am unaware, or have very little knowledge of the item
*Aware - I have heard of it; limited knowledge and/or ability to apply the skill
*Knowledgeable - I am comfortable with knowledge or ability to apply the skill
*Proficient - I am very comfortable, an expert; could teach this to others

9. To what degree are you able to effectively…

	None	Aware	Knowledgeable	Proficient
Incorporate ethical standards of practice (e.g., Public Health Code of Ethics) into all interactions with individuals, organizations, and communities	○	○	○	○
Describe public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels	○	○	○	○
Explain the ways public health, health care, and other organizations can work together or individually to impact the health of a community	○	○	○	○
Collaborate with individuals and organizations in developing a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence and innovation)	○	○	○	○
Analyze internal and external facilitators and barriers that may affect the delivery of the 10 Essential Public Health Services (e.g., using root cause analysis and other quality improvement methods and tools, problem solving)	○	○	○	○
Provide opportunities for professional development for individuals and teams (e.g., training, mentoring, peer advising, coaching)	○	○	○	○
Ensure use of professional development opportunities by individuals and teams	○	○	○	○
Modify organizational practices in consideration of changes (e.g., social, political, economic, scientific)	○	○	○	○
Contribute to continuous improvement of individual, program, and organizational performance (e.g., mentoring, monitoring progress, adjusting programs to achieve better results)	○	○	○	○
Advocate for the role of public health in providing population health services	○	○	○	○

Comments:

[   ]

2018 Tier 2 Competency Assessment

Competency Prioritization

The next section will give you the opportunity to determine which of the domains are the most important to your job and training needs. You will choose if one is more valuable for your position and training than another.

2018 Tier 2 Competency Assessment

Analytical Assessment

Analytical/Assessment Skills focus on identifying and understanding data, turning data into information for action, assessing needs and assets to address community health needs, developing community health assessments, and using evidence for decision making.

10. Analytical/Assessment is _____ compared to Policy Development/Program Planning

(Policy Development/Program Planning Skills focus on determining needed policies and programs; advocating for policies and programs; planning, implementing, and evaluating policies and programs; developing and implementing strategies for continuous quality improvement; and developing and implementing community health improvement plans and strategic plans.)

◯ Exceedingly Less Important

◯ Significantly Less Important

◯ No Relationship

◯ Equally Important

◯ Significantly More Important

◯ Exceedingly More Important

11. Analytical/Assessment is _____ compared to Communication

(Communication Skills focus on assessing and addressing population literacy; soliciting and using community input; communicating data and information; facilitating communications; and communicating the roles of government, health care, and others.)

◯ Exceedingly Less Important

◯ Significantly Less Important

◯ No Relationship

◯ Equally Important

◯ Significantly More Important

◯ Exceedingly More Important

12. Analytical/Assessment is _____ compared to Cultural Competency

(Cultural Competency Skills focus on understanding and responding to diverse needs, assessing organizational cultural diversity and competence, assessing effects of policies and programs on different populations, and taking action to support a diverse public health workforce.)

◯ Exceedingly Less Important

◯ Significantly Less Important

◯ No Relationship

◯ Equally Important

◯ Significantly More Important

◯ Exceedingly More Important

13. Analytical/Assessment is _____ compared to Community Dimensions of Practice

(Community Dimensions of Practice Skills focus on evaluating and developing linkages and relationships within the community, maintaining and advancing partnerships and community involvement, negotiating for use of community assets, defending public health policies and programs, and evaluating effectiveness and improving community engagement.)

○ Exceedingly Less Important

○ Significantly Less Important

○ No Relationship

○ Equally Important

○ Significantly More Important

○ Exceedingly More Important

14. Analytical/Assessment is _____ compared to Public Health Sciences

(Public Health Sciences Skills focus on understanding the foundation and prominent events of public health, applying public sciences to practice, critiquing and developing research, using evidence when developing policies and programs, and establishing academic partnerships.)

○ Exceedingly Less Important

○ Significantly Less Important

○ No Relationship

○ Equally Important

○ Significantly More Important

○ Exceedingly More Important

15. Analytical/Assessment is _____ compared to Financial Planning and Management

(Financial Planning and Management Skills focus on engaging other government agencies that can address community health needs, leveraging public health and health care funding mechanisms, developing and defending budgets, motivating personnel, evaluating and improving program and organization performance, and establishing and using performance management systems to improve organization performance.)

○ Exceedingly Less Important

○ Significantly Less Important

○ No Relationship

○ Equally Important

○ Significantly More Important

○ Exceedingly More Important

16. Analytical/Assessment is _____ compared to Leadership and Systems Thinking

(Leadership and Systems Thinking Skills focus on incorporating ethical standards into the organization; creating opportunities for collaboration among public health, health care, and other organizations; mentoring personnel; adjusting practice to address changing needs and environment; ensuring continuous quality improvement; managing organizational change; and advocating for the role of governmental public health.)

- ( ) Exceedingly Less Important

- ( ) Significantly Less Important

- ( ) No Relationship

- ( ) Equally Important

- ( ) Significantly More Important

- ( ) Exceedingly More Important

2018 Tier 2 Competency Assessment

Policy Development/Program Planning

Policy Development/Program Planning Skills focus on determining needed policies and programs; advocating for policies and programs; planning, implementing, and evaluating policies and programs; developing and implementing strategies for continuous quality improvement; and developing and implementing community health improvement plans and strategic plans.

17. Policy Development/Program Planning is _____ compared to Communication

(Communication Skills focus on assessing and addressing population literacy; soliciting and using community input; communicating data and information; facilitating communications; and communicating the roles of government, health care, and others.)

- ( ) Exceedingly Less Important

- ( ) Significantly Less Important

- ( ) No Relationship

- ( ) Equally Important

- ( ) Significantly More Important

- ( ) Exceedingly More Important

18. Policy Development/Program Planning is _____ compared to Cultural Competency

(Cultural Competency Skills focus on understanding and responding to diverse needs, assessing organizational cultural diversity and competence, assessing effects of policies and programs on different populations, and taking action to support a diverse public health workforce.)

- ( ) Exceedingly Less Important
- ( ) Significantly Less Important
- ( ) No Relationship
- ( ) Equally Important
- ( ) Significantly More Important
- ( ) Exceedingly More Important

19. Policy Development/Program Planning is _____ compared to Community Dimensions of Practice

(Community Dimensions of Practice Skills focus on evaluating and developing linkages and relationships within the community, maintaining and advancing partnerships and community involvement, negotiating for use of community assets, defending public health policies and programs, and evaluating effectiveness and improving community engagement.)

- ( ) Exceedingly Less Important
- ( ) Significantly Less Important
- ( ) No Relationship
- ( ) Equally Important
- ( ) Significantly More Important
- ( ) Exceedingly More Important

20. Policy Development/Program Planning is _____ compared to Public Health Sciences

(Public Health Sciences Skills focus on understanding the foundation and prominent events of public health, applying public sciences to practice, critiquing and developing research, using evidence when developing policies and programs, and establishing academic partnerships.)

- ( ) Exceedingly Less Important
- ( ) Significantly Less Important
- ( ) No Relationship
- ( ) Equally Important
- ( ) Significantly More Important
- ( ) Exceedingly More Important

21. Policy Development/Program Planning is _____ compared to Financial Planning and Management

(Financial Planning and Management Skills focus on engaging other government agencies that can address community health needs, leveraging public health and health care funding mechanisms, developing and defending budgets, motivating personnel, evaluating and improving program and organization performance, and establishing and using performance management systems to improve organization performance.)

- ◯ Exceedingly Less Important
- ◯ Significantly Less Important
- ◯ No Relationship
- ◯ Equally Important
- ◯ Significantly More Important
- ◯ Exceedingly More Important

22. Policy Development/Program Planning is _____ compared to Leadership and Systems Thinking

(Leadership and Systems Thinking Skills focus on incorporating ethical standards into the organization; creating opportunities for collaboration among public health, health care, and other organizations; mentoring personnel; adjusting practice to address changing needs and environment; ensuring continuous quality improvement; managing organizational change; and advocating for the role of governmental public health.)

- ◯ Exceedingly Less Important
- ◯ Significantly Less Important
- ◯ No Relationship
- ◯ Equally Important
- ◯ Significantly More Important
- ◯ Exceedingly More Important

2018 Tier 2 Competency Assessment

Communication

Communication Skills focus on assessing and addressing population literacy; soliciting and using community input; communicating data and information; facilitating communications; and communicating the roles of government, health care, and others.

23. Communication is _____ than Cultural Competency

(Cultural Competency Skills focus on understanding and responding to diverse needs, assessing organizational cultural diversity and competence, assessing effects of policies and programs on different populations, and taking action to support a diverse public health workforce.)

○ Exceedingly Less Important

○ Significantly Less Important

○ No Relationship

○ Equally Important

○ Significantly More Important

○ Exceedingly More Important

24. Communication is _____ than Community Dimensions of Practice

(Community Dimensions of Practice Skills focus on evaluating and developing linkages and relationships within the community, maintaining and advancing partnerships and community involvement, negotiating for use of community assets, defending public health policies and programs, and evaluating effectiveness and improving community engagement.)

○ Exceedingly Less Important

○ Significantly Less Important

○ No Relationship

○ Equally Important

○ Significantly More Important

○ Exceedingly More Important

25. Communication is _____ than Public Health Sciences

(Public Health Sciences Skills focus on understanding the foundation and prominent events of public health, applying public sciences to practice, critiquing and developing research, using evidence when developing policies and programs, and establishing academic partnerships.)

○ Exceedingly Less Important

○ Significantly Less Important

○ No Relationship

○ Equally Important

○ Significantly More Important

○ Exceedingly More Important

26. Communication is _____ than Financial Planning and Management

(Financial Planning and Management Skills focus on engaging other government agencies that can address community health needs, leveraging public health and health care funding mechanisms, developing and defending budgets, motivating personnel, evaluating and improving program and organization performance, and establishing and using performance management systems to improve organization performance.)

○ Exceedingly Less Important

○ Significantly Less Important

○ No Relationship

○ Equally Important

○ Significantly More Important

○ Exceedingly More Important

27. Communication is _____ than Leadership and Systems Thinking

(Leadership and Systems Thinking Skills focus on incorporating ethical standards into the organization; creating opportunities for collaboration among public health, health care, and other organizations; mentoring personnel; adjusting practice to address changing needs and environment; ensuring continuous quality improvement; managing organizational change; and advocating for the role of governmental public health.)

○ Exceedingly Less Important

○ Significantly Less Important

○ No Relationship

○ Equally Important

○ Significantly More Important

○ Exceedingly More Important

2018 Tier 2 Competency Assessment

Cultural Competency

Cultural Competency Skills focus on understanding and responding to diverse needs, assessing organizational cultural diversity and competence, assessing effects of policies and programs on different populations, and taking action to support a diverse public health workforce.

28. Cultural Competency is _____ than Community Dimensions of Practice

(Community Dimensions of Practice Skills focus on evaluating and developing linkages and relationships within the community, maintaining and advancing partnerships and community involvement, negotiating for use of community assets, defending public health policies and programs, and evaluating effectiveness and improving community engagement.)

- ○ Exceedingly Less Important
- ○ Significantly Less Important
- ○ No Relationship
- ○ Equally Important
- ○ Significantly More Important
- ○ Exceedingly More Important

29. Cultural Competency is _____ than Public Health Sciences

(Public Health Sciences Skills focus on understanding the foundation and prominent events of public health, applying public sciences to practice, critiquing and developing research, using evidence when developing policies and programs, and establishing academic partnerships.)

- ○ Exceedingly Less Important
- ○ Significantly Less Important
- ○ No Relationship
- ○ Equally Important
- ○ Significantly More Important
- ○ Exceedingly More Important

30. Cultural Competency is _____ than Financial Planning and Management

(Financial Planning and Management Skills focus on engaging other government agencies that can address community health needs, leveraging public health and health care funding mechanisms, developing and defending budgets, motivating personnel, evaluating and improving program and organization performance, and establishing and using performance management systems to improve organization performance.)

- ○ Exceedingly Less Important
- ○ Significantly Less Important
- ○ No Relationship
- ○ Equally Important
- ○ Significantly More Important
- ○ Exceedingly More Important

31. Cultural Competency is _____ than Leadership and Systems Thinking

(Leadership and Systems Thinking Skills focus on incorporating ethical standards into the organization; creating opportunities for collaboration among public health, health care, and other organizations; mentoring personnel; adjusting practice to address changing needs and environment; ensuring continuous quality improvement; managing organizational change; and advocating for the role of governmental public health.)

○ Exceedingly Less Important

○ Significantly Less Important

○ No Relationship

○ Equally Important

○ Significantly More Important

○ Exceedingly More Important

2018 Tier 2 Competency Assessment

Community Dimensions of Practice

Community Dimensions of Practice Skills focus on evaluating and developing linkages and relationships within the community, maintaining and advancing partnerships and community involvement, negotiating for use of community assets, defending public health policies and programs, and evaluating effectiveness and improving community engagement.

32. Community Dimensions of Practice is _____ than Public Health Sciences

(Public Health Sciences Skills focus on understanding the foundation and prominent events of public health, applying public sciences to practice, critiquing and developing research, using evidence when developing policies and programs, and establishing academic partnerships.)

○ Exceedingly Less Important

○ Significantly Less Important

○ No Relationship

○ Equally Important

○ Significantly More Important

○ Exceedingly More Important

33. Community Dimensions of Practice is _____ than Financial Planning and Management

(Financial Planning and Management Skills focus on engaging other government agencies that can address community health needs, leveraging public health and health care funding mechanisms, developing and defending budgets, motivating personnel, evaluating and improving program and organization performance, and establishing and using performance management systems to improve organization performance.)

- ◯ Exceedingly Less Important
- ◯ Significantly Less Important
- ◯ No Relationship
- ◯ Equally Important
- ◯ Significantly More Important
- ◯ Exceedingly More Important

34. Community Dimensions of Practice is _____ than Leadership and Systems Thinking

(Leadership and Systems Thinking Skills focus on incorporating ethical standards into the organization; creating opportunities for collaboration among public health, health care, and other organizations; mentoring personnel; adjusting practice to address changing needs and environment; ensuring continuous quality improvement; managing organizational change; and advocating for the role of governmental public health.)

- ◯ Exceedingly Less Important
- ◯ Significantly Less Important
- ◯ No Relationship
- ◯ Equally Important
- ◯ Significantly More Important
- ◯ Exceedingly More Important

2018 Tier 2 Competency Assessment

Public Health Sciences

Public Health Sciences Skills focus on understanding the foundation and prominent events of public health, applying public sciences to practice, critiquing and developing research, using evidence when developing policies and programs, and establishing academic partnerships.

35. Public Health Sciences is _____ than Financial Planning and Management

(Financial Planning and Management Skills focus on engaging other government agencies that can address community health needs, leveraging public health and health care funding mechanisms, developing and defending budgets, motivating personnel, evaluating and improving program and organization performance, and establishing and using performance management systems to improve organization performance.)

○ Exceedingly Less Important

○ Significantly Less Important

○ No Relationship

○ Equally Important

○ Significantly More Important

○ Exceedingly More Important

36. Public Health Sciences is _____ than Leadership and Systems Thinking

(Leadership and Systems Thinking Skills focus on incorporating ethical standards into the organization; creating opportunities for collaboration among public health, health care, and other organizations; mentoring personnel; adjusting practice to address changing needs and environment; ensuring continuous quality improvement; managing organizational change; and advocating for the role of governmental public health.)

○ Exceedingly Less Important

○ Significantly Less Important

○ No Relationship

○ Equally Important

○ Significantly More Important

○ Exceedingly More Important

2018 Tier 2 Competency Assessment

Financial Planning and Management

Financial Planning and Management Skills focus on engaging other government agencies that can address community health needs, leveraging public health and health care funding mechanisms, developing and defending budgets, motivating personnel, evaluating and improving program and organization performance, and establishing and using performance management systems to improve organization performance.

37. Financial Planning and Management is _____ than Leadership and Systems Thinking

(Leadership and Systems Thinking Skills focus on incorporating ethical standards into the organization; creating opportunities for collaboration among public health, health care, and other organizations; mentoring personnel; adjusting practice to address changing needs and environment; ensuring continuous quality improvement; managing organizational change; and advocating for the role of governmental public health.)

○ Exceedingly Less Important

○ Significantly Less Important

○ No Relationship

○ Equally Important

○ Significantly More Important

○ Exceedingly More Important