Navigating the Seas of Public Health Workforce Development: What Every Practitioner and Academic Needs to Know

APHA 143rd Annual Meeting
November 2, 2015
(1) The following personal financial relationships with commercial interests relevant to this presentation existed during the past 12 months:

No relationships to disclose
Overview

- Introductions
- National public health workforce development initiatives
- How these initiatives align and build upon one another
- Questions and discussion
- Wrap-up
Today’s Speakers

- C. William Keck, MD, MPH, Council on Linkages Between Academia and Public Health Practice
- Donna Petersen, ScD, MHS, CPH, Framing the Future Task Force, Association of Schools and Programs of Public Health
- Laura Rasar King, MPH, MCHES, Council on Education for Public Health
- Edward Hunter, MA, de Beaumont Foundation
**PHF Mission:**
We improve the public’s health by strengthening the quality and performance of public health practice

- Staff Council on Linkages

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

*Healthy Practices
Healthy People
Healthy Places*
Core Competencies for Public Health Professionals

C. William Keck, MD, MPH
Chair, Council on Linkages Between Academia and Public Health Practice
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.

Funded by Centers for Disease Control and Prevention

Staffed by Public Health Foundation

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

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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 development 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
Brief History of the Core Competencies

- April 2001: Original set adopted
  - Specified skill levels
  - Difficult to measure – intentional
  - Decision to revisit every 3 years

- 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
  - Turned focus to tool development
2014 Core Competencies for Public Health Professionals

- Extensive review and revision process: March 2013 - June 2014

- Engagement of Council on Linkages member organizations, Core Competencies Workgroup members, other professionals and organizations

- Adopted unanimously: June 26, 2014

- 3rd version released
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
Resources and Tools to Support Use

- Crosswalk of 2014 and 2010 Core Competencies
- Crosswalk of 2014 Core Competencies and Essential Public Health Services
- Self-assessment instruments
- Job descriptions
- Workforce development plans
- FAQs
- Examples of use
Additional Resources

- More information: www.phf.org/corecompetencies

- Resources and tools: www.phf.org/corecompetenciestools

- Stay informed: Council on Linkages Update – email Janelle Nichols, jnichols@phf.org

- Email questions: Kathleen Amos, kamos@phf.org
Charting a Course for the Governmental Public Health Workforce

Donna J. Petersen, ScD, MHS, CPH
Chair, Framing the Future Task Force
Dean, College of Public Health, University of South Florida
APHANovember 2, 2015
Framing the Future

• Broadly representative task force formed by the Education Committee of ASP(P)H in the fall of 2011 to take an empty room approach to education in public health, 100 years post Welch-Rose
• Considered all aspects of education in our field
• Task force discussions informed by town halls, presentations at various conferences, a web-page and a blog, all in the spirit of open dialogue, transparency, and conversations inspiring transformation
• Concluded its formative work in March 2015
Expert Panels

- Undergraduate Education in Public Health
- 21st Century MPH
- Community Colleges and Public Health
- 21st Century DrPH
- Population Health across All Professions

- All advised by a Blue Ribbon Employer Advisory Group
Last Expert Panel

- **Governmental Public Health Workforce Development**
- Formed in partnership with ASTHO and with NACCHO involvement
- Putting a stake in the ground for this part of the educational spectrum
- Modeled after earlier panel reports
  - Key Considerations
  - Design Elements
  - Content Considerations
Governmental Public Health Workforce Development Report

• Unique responsibility of accredited schools and programs to address post-professional training needs of the workforce

• Robust collaboration between practice and academia around research, service and pre-professional training, including faculty development around professional practice
Governmental Public Health Workforce Development Report (Continued)

- Agency accreditation models should meet real practice needs and include optimal standards for CE and professional development
- CEPH should highlight workforce development in its criteria
- Academic-agency cooperation in pre- and post-professional development that is of high quality, meets practice needs and enhances both entity’s productivity and positive outcomes
Content Considerations

• Models of earlier expert panels informed this one
• Latest data available, including PHWINS and the Job Task Analysis conducted by the NBPHE
• Blue Ribbon Employer Advisory Group, 21st century MPH Expert Panel and the Council on Linkages
## Lining up the Workforce Competencies

<table>
<thead>
<tr>
<th>Council on Linkages</th>
<th>FTF Employers’ Panel</th>
<th>FTF MPH Report</th>
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<td>• Biological, Social, Economic, etc. Determinants</td>
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**ASOCIATION OF SCHOOLS AND PROGRAMS OF PUBLIC HEALTH**
Content Considerations

- Critical Strategic Analysis
- Informatics and Data Analysis
- Biological and Environmental Applications in Public Health
- Leadership and Systems Thinking
- Management, Finance and Policy
- Program Planning and Evaluation
- Collaboration and Partnering
- Advocacy
- Ethics
- Diversity and Cultural Proficiency
- Health Equity
- Public Health Law, Statutes and Governance
- Emergency Preparedness
Next Steps

• Framing the Future Task Force concluded March 2015
• Education and Public Health Practice Committees formulating new work plans and considering this topic
• Annual Meeting Planners considering opportunities to partner with ASTHO, NACCHO and others to keep the national leadership organizations together on this topic
• CEPH considering criteria revisions
• Each of us considering our own futures and hopefully embracing the opportunity to focus on the continuum of workforce development
For more information:

www.aspph.org


dpeters@health.usf.edu
Educating the Future Public Health Workforce

Laura Rasar King
Executive Director
Council on Education for Public Health
Two Important Initiatives: NBPHE

• Job Task Analysis
  – Steering committee of practitioners from all sectors (identify the common tasks)
  – Worked with psychometric firm
  – Identified in initial skills, domains, etc. from thorough literature review
  – Group agreed on 200 tasks in 10 domains
  – Wide distribution to approximately 125K individuals by over 50 organizations
  – Nearly 5000 usable responses – 50% has MPH, 70% at master’s level, 20% doctoral level, 10% other
  – Tasks rated on frequency and importance
Two Important Initiatives: CEPH

• Criteria Revision
  – Our Challenges
    • Changing landscape of higher education, push for transparency
    • Growth in public health higher education
    • Assessment of outcomes versus inputs
  – Goals:
    • Ensure quality
    • Allow opportunities for flexibility and innovation
    • Simplify and reduce burden
  – What’s Next?
    • Draft curriculum released earlier in 2015
    • Next draft released in the next week – comments due January 8th
    • www.ceph.org/criteria-revision/
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QUESTIONS OR COMMENTS?

For CEPH & Criteria Revisions Contact:
Laura Rasar King, lking@ceph.org
Mollie Mulvanity, mmulvanity@ceph.org

For NBPHE:
Allison Foster, afoster@nbphe.org
de Beaumont Foundation
Workforce Initiatives
Public Health Workforce Interests and Needs Survey
PH WINS Topics in JPHMP
WORKFORCE TURNOVER

48
AVERAGE AGE OF STATE PUBLIC HEALTH WORKER

38%
plan to leave governmental public health before 2020

18%
of workers intend to leave their job within 1 year

Who’s Planning to Leave?
- Those aged 25 to 40 years
- Racial/ethnic minorities
- Those earning less than $35,000/yr
- Those with less than 10 years of experience in public health

Expected Turnover by Region

26%

20%

16%

19%

24%

The ratio of public health workforce to US population has decreased drastically

Number of Public Health Workers
(per 100,000 People)

1980: 220
2000: 158

Year

12% of positions at state health agencies are vacant

Only 24% of those vacancies are being recruited for

deBeaumont FOUNDATION
WORKFORCE TRAINING & SKILLS

Executives and Employees Agreed the Top 3 Training Needs Are:

1. Influencing policy development
2. Understanding the relationship between a new policy and many types of public health problems
3. Assessing the broad array of factors that influence specific public health problems

Most Important Skills Identified by Workers

- Gather reliable information ........... 96%
- Communicate effectively with different audiences .......... 92%
- Persuade others to act .................. 91%

Percent of Workers Aware of Emerging Trends

- ACA ........................................ 92%
- Quality Improvement ................. 83%
- Health IT .................................. 81%
- Evidence-Based Practice ........... 75%
- PH/Primary Care Integration ........ 74%
- Cross-Jurisdictional Sharing ........ 72%
- PH Systems Research ............... 52%
- Health in All Policies ............... 52%

To read the full Journal of Public Health Management and Practice PH WINS supplement, visit: http://journals.lww.com/jphmp/toc/2015/11001
Self-assessed priority training needs

• Influencing policy development
• Understanding the relationship between a new policy and many types of public health problems
• Assessing the broad array of factors that influence specific public health problems
• Preparing a program budget with justification
• Applying quality improvement concepts in my work
de Beaumont workforce focus

- Development of priority training resources
  - Cross-cutting skills
  - Informatics
  - Management and finance

- Workforce policies and practices
  - Best practices and model policies
  - Community of practice across health departments
  - Needs assessments and training resources

- Leadership and transition
  - Success factors for health officials
  - Best practices
National Consortium for Public Health Workforce Development

ASTHO Peer Networks: Senior Deputies, Environmental Health Directors, Preparedness Directors, CFOs, Accreditation Coordinators, Primary Care Directors, Informatics Directors, State Legislative Liaisons/Legal Counsel, HR Directors
National Consortium – Cross-Cutting Priorities

• Systems thinking
• Change management
• Communicating persuasively
• Information and analytics
• Problem solving
• Diversity and inclusion
• Resource management
• Policy engagement
Contact us!

Visit the de Beaumont Foundation booth in the exhibit hall

www.debeaumont.org for:
- PH WINS overview infographics
- related APHA workforce sessions

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hunter@debeaumont.org
Questions & Discussion
Thank You!

Visit the Public Health Foundation at Booth #820