

User Guide & Resource Manual

**Guidance document for Columbus Public Health employees
to complete the PCQ form and create functional public
health competency based job descriptions**

September 2014

Introduction

Introduction All Columbus Public Health (CPH) employees are required to have a copy of their job description which explains the essential functions, qualifications, and competencies of their position. At the time of employment all CPH employees receive a general job description from the City of Columbus Civil Service Commission. The Civil Service job descriptions cover basic topics such as job class title, examples of work, minimum qualifications, compensation plan and salary. The Civil Service job descriptions, however, do not cite the functional, competency-based aspects of a position working in a local public health department.

In 2012 CPH convened a Workgroup to develop a functional competency-based job description template and process for completion. The Workgroup created this *CPH User Guide and Resource Manual*, as a guidance document for CPH employees to complete the paperwork necessary to hire a new employee, revise an existing position, and to create functional public health competency-based job descriptions. The outcome of this project meets the standards and measures towards a Public Health Accreditation Board approved public health department.

Development Team The following individuals participated on the CPH Workgroup and contributed to the development of the *CPH User Guide & Resource Manual*:

Agency	Individuals
Columbus Public Health	Laurie Dietsch, Kristen Miele, Tracy Poling, Beth Ransopher and Kevin Williams
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Project Development

Development Process

In November 2012, Columbus Public Health (CPH) created a Workgroup comprised of staff from the Human Resources Office and the Division of Planning & Accreditation. Programmatic and financial support for the project was made possible through an *Accreditation Support Initiative Grant for Large, Metropolitan Local Health Departments* from the National Association of County and City Health Officials (NACCHO). Additional program and technical support was provided by staff from The Ohio State University, College of Public Health Center for Public Health Practice.

The CPH Workgroup met in-person and created several processes and documents between November 2012 and July 2013. These months also coincided with the timeframe of the NACCHO grant. The final outcome of the project was to “develop job descriptions incorporating public health competencies”. The Workgroup was also charged with creating a process that will instruct staff on how to write functional job descriptions incorporating public health competencies to enhance the hiring process. The following is a brief overview of the tasks completed to develop the final products:

- Review the current process for hiring a new position;
- Review the current CPH Position Control Questionnaire (PCQ) form;
- Search for and review examples of other functional competency-based job descriptions from other health departments;
- Agree on what should be included in a CPH functional competency-based job description;
- Revise the current CPH PCQ to include public health competencies;
- Create a CPH-specific functional competency-based job description template;
- Research and compile core competencies for public health and other related professions utilized within the department;
- Develop a competency-based framework which includes competency categories for organizational, manager/supervisor/executive level, job-specific and professional;
- Decide on the organizational competencies for CPH based on the Mission, Vision and Values of the department, employee performance evaluation measurements and other areas of importance to the department;
- Create a 360-degree assessment survey to assess members of the CPH Strategic Advisory Team (SAT) on their position functions;
- Obtain approval from SAT on the organizational competencies CPH will follow;
- Beta-test the new draft PCQ form and job description template with SAT;
- Develop universal competency statements for job descriptions;
- Finalize the PCQ form and template;
- Write a *CPH User Guide and Resource Manual*;
- Continue to beta-test the processes and forms by creating functional competency-based job descriptions for various types of existing positions;

Development Process, continued

- Develop an internal online database for retrieving and storing PCQ results in the form of an online Survey Monkey survey;
- Train and educate CPH staff (completed June 2014);
- On July 1, 2014, started implementation of new process by utilizing new PCQ form and creating functional competency-based job descriptions for all new and existing positions department-wide.

The CPH Workgroup created or revised the following final products:

- *CPH User Guide and Resource Manual*, a guidance for CPH employees
- CPH Position Control Questionnaire Form (see Appendix I);
- CPH Specific Functional Competency-Based Job Description Template (pre-populated to use internally) (see Appendix II);
- Functional Competency-Based Job Description External Template (to share CPH’s core job description sections externally) (see Appendix III);
- Competency Framework User Guide for CPH (see Appendix IV);
- Physical Work Environment Statements Guidance (to complete Physical Work Environment section) (see Appendix VI).

The goal of the *CPH User Guide and Resource Manual* is to assist the user in completing the PCQ form, provide direction on how to document competencies, and serves as a useful resource to create functional public health competency-based job descriptions.

Background

Job descriptions provide essential information for assigning the appropriate salary and title for the job. Functional job descriptions assist in recruitment efforts and provide employees a written document stating the primary responsibilities they are expected to complete.

The following statements further justifies why CPH supports that each employee have their own functional public health competency-based job description:

- Documents in writing what the employee does;
- Provides a baseline for employee performance evaluations;
- Explains expectations of the position;
- Assists in conducting job interviews, hiring and onboarding;
- Documents expected knowledge, skills and abilities;
- Supports public health accreditation;
- Supports agency initiatives (i.e. departmental strategic plan);
- Documents minimum qualifications;
- Supports the department’s system-wide approach to program and employee measurement, performance and evaluation.

Competencies are defined as the “applied knowledge, skills and abilities that enable people to perform work effectively and efficiently” (adapted from *Competency to Curriculum Toolkit* from the Center for Health Policy at the Columbia University School of Nursing [Resource 1]).

Knowledge, skills, and abilities (KSA's) clearly define the essential functions of the job and provides a structured guide enabling the evaluation and development of the behaviors in an employee. These set the standard for ensuring staff is well qualified, have the ability to perform a specific role and to improve performance. The KSA's demonstrated by employees are critical to the effective and efficient function of CPH.

Staff training was conducted on the new job description process in June 2014. All CPH staff was asked to use the newly revised PCQ and job description process throughout the hiring process effect July 1, 2014.

How to Complete the Position Control Questionnaire

Introduction To begin the hiring process CPH uses a form called the Position Control Questionnaire (PCQ) to fill a vacancy, hire a new position, or update an existing position. Information from the PCQ, which is completed by the hiring supervisor, is used to file the appropriate paperwork with the City of Columbus Human Resources Department, Finance Department and Civil Service Commission in order to obtain approval to move forward with posting the position and eventually selecting the most qualified candidate.

The information from the PCQ form will also be used to create a CPH competency-based job description specific to the functional role of the position. All completed CPH PCQ forms and CPH functional competency-based job descriptions will be saved electronically in a folder on the department's shared drive and hard copies will be stored in the CPH Human Resources Office.

The PCQ contains the following sections:

- General Information
 - Civil Service Classification
 - Working Job Title
 - Division
 - Date Created
 - Revision Dates
 - Job Title Changes (all changes since position creation)
- Position Definition
- Essential Functions
 - Duties with percentages
- Preferred Qualifications
- Competencies/Knowledge-Skills-Abilities (KSA's)
 - Public Health Tier Category
 - Organizational Competencies
 - Manager/Supervisor/Executive Level Competencies
 - Job Specific Competencies
 - Professional Competencies
- Reporting Structure
- Physical Work Environment

Completing the PCQ Form Sections

The PCQ form is to be completed as thoroughly and accurately as possible. The *CPH User Guide & Resource Manual* is to provide guidance to the user in completing the form. For additional assistance also see any previous position control questionnaires and the City of Columbus Civil Service position description for this job classification. If you have additional questions or need further assistance please contact your CPH Human Resources Representative.

- **General Information** - Complete the information in the spaces provided. For organizational purposes and to keep track of which forms are complete and which are not, it is recommended to fill in the box for date created only when the PCQ is completely finalized and ready to be filed.
- **Position Definition** - Describe, in 1 to 3 complete sentences, a general overview of the job responsibilities of the position to be filled. The job responsibilities can also be thought of as the position's primary function, purpose or scope. (Note: If writing a Position Definition for the first time it is recommended to complete the Essential Functions section first and then come back to this section.)
- **Essential Functions** - Essential functions are the basic job duties that an employee must be able to perform, with or without reasonable accommodation. Include up to eight of the most important duties the employee will perform. Describe each separate duty by a sentence on a separate line. Be thorough but concise when describing the duties. This section should align with the position definition and the competencies/KSA's while including special skills required.

Hints for completing this section:

- Start with the duties that take up the majority of the employee's time and end with duties that are performed only occasionally.
 - Show the percentage of total time that is spent performing each duty over a period of one year. (Your percentage must total 100%)
 - Carefully examine each job to determine which functions or tasks are essential to performance (particularly important before taking an employment action such as recruiting, advertising, hiring, promoting or firing). (see the Resource Section on page 10 for more information on The Americans with Disabilities Act)
 - Multiple positions in the same division can have identical essential functions. (i.e. Sanitarian I's who complete the same functions)
- **Preferred Qualifications** - List all preferred or additional minimum qualifications needed for the position not already listed on the City of Columbus Civil Service position description. Additional qualifications to consider include education, licensure, certifications, language, and work experience. In addition required or recommended training or immunizations should also be considered.

- **Competencies/KSA's** -

Hints for completing this section:

- Competencies should link to the position definition and essential functions of the position.
- Categories may include multiple job competency reference documents.
- In sections where competencies are numbered, state the competency title and include the number for each function.

Resources to assist the user in completing this section:

- Appendix IV – *Competency Framework User Guide for CPH*, a guidance document explaining the four competency levels and categories utilized at CPH, as well as recommended universal competency statements.
- Appendix V – *Council on Linkages Public Health Practice's Core Competencies for Public Health Professionals*.
- Appendix VII – *Professional Competency Resources*, a list with links to public health and other related professional competency categories available at CPH.

1. Select the Public Health Tier category that best describes the overall position:

- Tier 1: front line staff/entry level,
- Tier 2: program management/supervisory level, or
- Tier 3: senior management/executive level.

Hints for completing this section:

- The selection made should be for the overall position. However, when selecting competencies in each section, the user may not feel that a selection of tier 2 would be the best fit all of the time. For example, a position that is considered overall a tier 2 may display competency functions in a tier 1 or tier 3 within some categories. In general it is recommended to choose a tier level at or below the level of the overall position.

2. Organizational Competencies - All employees will follow the same organizational competencies. These are in alignment with the Columbus Public Board of Health approved Vision, Mission, and Values, the performance categories staff are evaluated on annually and any other areas of importance to the department.

- Customer Focus
- Accountability
- Research / Science-based
- Equity and Fairness
- Continuous Quality Improvement
- Occupational Health and Safety
- Emergency Preparedness
- Communications

3. **Manager/Supervisor/Executive Level Competencies** - On the PCQ form mark the competencies and function numbers specific to employees who supervise others in the role of a manager, supervisor, or leader at the executive level. This section should remain blank for positions that do not supervise others. In cases where the position job functions include interacting with various departments regarding high-level project management the immediate supervisor can decide whether this section should be completed. In instances when this section is not completed, the Leadership and Systems Thinking Skills can be marked in the Job Specific competency section. (See page 26 for Manager/Supervisor/Executive Competencies)
4. **Job Specific Competencies** - Columbus Public Health will use the *Council on Linkages between Public Health Practice's Core Competencies for Public Health Professionals* (see Appendix V) as the primary public health competencies for all employees.

Mark three or more public health competencies from the list on the PCQ form. Review the competencies carefully noting which tier, function and number is needed for the position. (For example: a staff member has selected 'Cultural Competency Skills – 4B1, 4B3, 4A4, 4B5, 4B6' as a needed competency set for this position. This means the position should meet the competencies in this skill and the five listed functions.) Not all numbered functions need to be listed if it does not apply to the position.

List any additional job specific competencies if the essential functions of the position include KSA's not covered in the professional competency section below (for example emergency preparedness, epidemiology, fiscal, health equity, human resources, etc.). This section might also include signed and approved CPH Policies and Procedures specifically regarding staff competency requirements (i.e. Nursing).

5. **Professional Competencies** - Mark on the PCQ form any professional competencies for this position. Professional competencies are those that would require advanced knowledge in a field of study (such as nursing, sanitarian, social worker, counselor, or dietitian) and would need to maintain a certificate or license that requires continuing education in order to do a critical requirement of their job. This section might also include signed and approved CPH Policies and Procedures specifically regarding staff competency requirements (i.e. Nursing).
- **Reporting Structure** - List on the PCQ form the reporting structure of whom the position reports to and who will report to this position. Include names and position titles. The 'Titles of any others this position reports to' should only be filled out if the position is a split-level position between two supervisors.

- **Physical Work Environment** - On the PCQ form list the hazards and risks this position might be exposed to (including chemicals and other pathogens), ADA recommendations, physical demands of the job, and location(s) of the job.

For example - “This position may come into contact with blood borne pathogens”; “This position will be lifting over 50 pounds on a weekly basis”; or “This position will work outdoors in rain or shine”.

(See Appendix VI – Physical Work Environment Statements for more guidance on completing this section.)

General Information

Accreditation Considerations	<p>This document addresses requirements associated with Public Health Accreditation Board (PHAB) Standard 8.2.2. (Version 1.5) to “<i>demonstrate written position descriptions or job descriptions that are competency-based for both public health specialty needs and generalist needs</i>” :</p> <ul style="list-style-type: none"> • <i>Measure 8.2.2.1: Recruitment of qualified individuals for specific positions</i> • <i>Measure 8.2.2.4: Position descriptions available to staff</i>
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Maintenance of User Guide	<p>The <i>CPH User Guide & Resource Manual</i> will be updated as department strategic priorities change, new public health professional positions are added, and as new resources are identified. The Manual will be maintained by the CPH Human Resources Office.</p>
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Questions	<p>For questions about the <i>CPH User Guide & Resource Manual</i>, the CPH hiring process, the PCQ form, the CPH job description templates, and/or any other CPH Human Resources related questions, please contact the CPH Human Resources Office at 614-645-6238.</p>
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Should any external partners not associated with CPH have additional questions or for permission to use the contents of this document, please contact Beth Ransopher, RS, MEP, Workforce Development Manager, Human Resources Office, Columbus Public Health, Columbus, Ohio, at 614-645-0308.

Resources	<ol style="list-style-type: none"> 1. <u>Competency to Curriculum Toolkit</u> (Center for Health Policy at Columbia University School of Nursing). A general resource on competencies and the development of a competency set. This toolkit can assist in navigating the multitude of competency sets that exist for the wide range of disciplines in public health. http://www.phf.org/resourcestools/Pages/Competency_to_CurriculumToolkit08.aspx 2. <u>The Americans with Disabilities Act - ADA Information</u>
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Appendix I

Columbus Public Health Position Control Questionnaire Form

Introduction: This questionnaire form is to be completed by the hiring supervisor to fill a vacancy, request a new position or update an existing position. The information from this form will be used to create a Columbus Public Health (CPH) competency-based job description specific to the functional role of the position. Please complete the questionnaire form as thoroughly and accurately as possible. For additional assistance also see any previous position control questionnaires and the City of Columbus Civil Service job description for this position. Answers shall be non-bolded and italicized. For additional guidance in completing this questionnaire please refer to the *CPH User Guide & Resource Manual*.

1. GENERAL INFORMATION

Civil Service Classification	
Working Job Title (if different)	
Division	
Date Created	
Revision Dates	
Job Title Changes (all changes since position creation)	

2. POSITION DEFINITION

Describe, in 1 to 3 sentences, a general overview of the job responsibilities (function, purpose, scope) of the position to be filled.

3. ESSENTIAL FUNCTIONS

List the eight most important duties the employee will perform. Describe each separate duty by a sentence on a separate line. Be thorough when describing duties (e.g., "Analyzes financial proposals and reports submitted by agencies and makes recommendations regarding initial, continued, revised or expanded funding").

- ✓ Start with the duty which takes up the majority of the employee's time.
- ✓ End with the duties that are performed occasionally.
- ✓ Show the percent of total time that is spent performing each duty over a period of one year. (Must total to 100%)

B. Organizational Competencies

All employees will be expected to follow these organizational competencies.

No action is needed in this section.

- Customer Focus
- Accountability
- Research / Science-based
- Equity and Fairness
- Continuous Quality Improvement
- Occupational Health and Safety
- Emergency Preparedness
- Communications

C. Manager/Supervisor/Executive Level Competencies

Mark the competencies and function numbers for employees in a manager, supervisor or executive level position.

Mark Competency	Manager/Supervisor/Executive Level Competencies	Function Number
	City of Columbus MCP/HACP Performance Excellence: Managing Performance	
	City of Columbus MCP/HACP Performance Excellence: Managing Resources	
	Council on Linkages: Leadership and Systems Thinking Skills	

D. Job Specific Competencies

Mark 3 or more job specific competencies from the following public health competency list and include the number of the function(s) found under the identified tier.

Mark Competency	Public Health Competencies	Function and Tier (i.e. 5A1, 5B2, 5C3)
	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	

List any additional job specific competencies if the essential functions of the position include KSA's not covered in the professional competency section found below (i.e. emergency preparedness, epidemiology, fiscal, health equity, human resources, etc.).

E. Professional Competencies

Mark any professional competencies for this position.

- Advanced Practice Registered Nurse (APN)
- Certified Health Education Specialist (CHES)
- Chemical Dependency Counselor/Prevention Specialist (COCA, LCDC, LICDC)
- Community Health Worker
- Counselor (LPC or PC, LPCC or PCC, LPCC-S or PCC-S)
- Dentist (DDS)
- Dental Assistant/Radiographer
- Dental Hygienist
- Medical Physician (MD, DO)
- Medical Technologist
- National Gambling Counselor
- Public Health Nurse (RN, LPN)
- Registered Dietitian or Licensed Dietitian (RD, LD)
- Registered Dietetic Technician
- Registered Sanitarian (RS)
- Sanitarian-in-Training (SIT)

- Social Worker (SWA, LSW, LISW, LISW-S)
- Veterinarian (DVM)
- Other - _____

6. REPORTING STRUCTURE

List the reporting structure of who the position reports to and who will report to this position. Include names and position titles.

Name and Title of Immediate Supervisor:	
Names and Titles of any others this position reports to:	
Names and Titles of those who directly report to this position:	

7. PHYSICAL WORK ENVIRONMENT

Circle all that apply and list hazards and risks this position might be exposed to (including chemicals and other pathogens), ADA recommendations, physical demands of job, and location(s) of the job.

Job Location: 240 Parsons Ave., Columbus, OH, 43215

Physical Activity: Climbing, Reaching, Standing, Walking, Pushing, Pulling, Lifting, Use of Fingers, Grasping, Feeling, Talking, Hearing, Repetitive Motions, Biking

Physical Requirements: Sedentary Work, Light Work, Heavy Work

Visual Activity: Close to the Eyes, At or Within Arm’s Reach, Beyond Arm’s Reach

Other Job Activities:

Appendix II



CPH Specific Functional Competency-Based Job Description Template

GENERAL INFORMATION:

Civil Service Classification	
Working Job Title (if different)	
Division	
Date Job Description Created	
Revision Dates of Job Description	
Job Title Changes (all changes since position creation)	

POSITION DEFINITION:

ESSENTIAL FUNCTIONS:

PREFERRED QUALIFICATIONS:

COMPETENCIES/KNOWLEDGE-SKILLS-ABILITIES (KSA's):

A. Public Health Tier ____:

B. Organizational Competencies

- Customer Focus
- Accountability
- Research / Science-based
- Equity and Fairness
- Continuous Quality Improvement
- Occupational Health and Safety
- Emergency Preparedness
- Communications

C. Manager/Supervisor/Executive Level Competencies

- City of Columbus MCP/HACP Performance Excellence: Managing Performance
- City of Columbus MCP/HACP Performance Excellence: Managing Resources
- Council on Linkages: Leadership and Systems Thinking Skills

D. Job Specific Competencies

- 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

E. Professional Competencies

List professional competency(ies): _____

REPORTING STRUCTURE:

Title of Immediate Supervisor:	
Titles of any others this position reports to:	
Titles of those who directly report to this position:	

PHYSICAL WORK ENVIRONMENT:

Job Location: 240 Parsons Ave., Columbus, OH 43215

Physical Activity:

Physical Requirements:

Visual Activity:

Other Job Activities:

Appendix III

Functional Competency-Based Job Description External Template

GENERAL INFORMATION:

Civil Service Classification	
Working Job Title (if different)	
Division	
Date Job Description Created	
Revision Dates of Job Description	
Job Title Changes (all changes since position creation)	

POSITION DEFINITION:

A 2-3 sentence description of the general overview of the job responsibilities (function, purpose, scope) of the position to be filled.

ESSENTIAL FUNCTIONS:

The important duties the employee will perform. This section should align with the position definition and the competencies while including special skills required.

PREFERRED QUALIFICATIONS:

This section includes any additional preferred minimum qualifications (such as education, licensure, certifications, language and/or work experience, etc.) needed for the position, not already listed on other position descriptions (such as from Civil Service).

COMPETENCIES/KNOWLEDGE-SKILLS-ABILITIES (KSA's):

A. Public Health Tier ____ (Choose 1, 2, or 3)

- Tier 1: Front Line Staff/Entry Level
- Tier 2: Program Management/Supervisory Level
- Tier 3: Senior Management/Executive Level

Section A includes the Public Health tier category that best describes the position.

B. Organizational Competencies

Section B includes organizational or agency competencies all employees will be expected to follow and adhere to. These competencies are based on the department’s Strategic Plan, approved Mission, Vision and Values, as well as performance categories staff is evaluated on annually.

C. Manager/Supervisor/Executive Level Competencies

Section C includes a list of competencies and functions for employees in a manager, supervisor or executive level position.

D. Job Specific Competencies

In Section D list three or more job specific competencies referenced from The Council on Linkages between Academia and Public Health Practice's Core Competencies for Public Health Professionalsⁱⁱ. Each public health competency should include a function, tier and number (such as 5A1, 5B2, and/or 5C3). The user may also include additional job specific competencies if the essential functions of the position include KSA’s not covered in the professional competency section found below (i.e. emergency preparedness, epidemiology, fiscal, health equity, human resources, etc.).

E. Professional Competencies

Section E includes any professional competencies for the position. (For example: Registered Nurse, Registered Sanitarian, Social Worker, Dietitian, etc.)

REPORTING STRUCTURE:

Documents the titles only of who the position reports to and who will report to the position.

Title of Immediate Supervisor:	
Titles of any others this position reports to:	
Titles of those who directly report to this position:	

PHYSICAL WORK ENVIRONMENT:

Lists the hazards and risks the position might be exposed to (including chemicals and other pathogens), ADA recommendations, physical demands of job, and location(s) of the job.

ⁱⁱⁱhttp://www.phf.org/resourcestools/Pages/Core_Public_Health_Competencies.aspx



Appendix IV: Competency Framework User Guide for Columbus Public Health

This document explains the four levels of competency categories used at Columbus Public Health (CPH) under the Competencies/KSA's section of the CPH PCQ Form. The *Competency Framework User Guide for CPH* provides guidance on how to complete the different competency levels and suggests universal competency statements the user can use to complete the CPH PCQ Form and create a functional competency-based job description.

Discussion

When completing the CPH PCQ form the user should list competencies in at least two of the competency categories and possibly up to four (organizational, manager/supervisor/executive level, job specific, and professional competencies). All employees should, at a minimum, have competencies listed in the organizational and job specific sections. All managers, supervisors and executive level staff should list competencies in the manager/supervisor/executive section. Those employees who need to maintain a certificate or license that requires continuing education in order to do a critical requirement of their job will list competencies in the professional competency section.

Each section below explains the overall competency categories with additional background information. Each competency section provides additional information for employee outcome, references, competency functions and in some cases example competency statements. The employee outcome is what is expected of the employee and what the employee will be evaluated on during a performance review. The example competency statements are universal statements that can be used on the job descriptions. The sample competency statements meet CPH's mission, vision and value statements and include language which coincides with the City of Columbus MCP/HACP Performance Excellence Program evaluation measures.

References

- **CPH User Guide and Resource Manual**, a guidance document for CPH employees to complete the PCQ form and create functional public health competency-based job descriptions.
- **Professional Competency Resources** (see Appendix VII): a list with links to all public health and other related professional competency categories utilized at CPH.

Columbus Public Health Strategic Plan

The following Mission, Vision, Values and Goals were approved by the Columbus Public Board of Health on April 17, 2012.

Mission: The mission of Columbus Public Health is to protect health and improve lives in our community.

Vision:

- The Columbus community is protected from disease and other public health threats, and everyone is empowered to live healthier, safer lives.

- CPH is the leader for identifying public health priorities and mobilizing resources and community partnerships to address them.

Values:

- Customer Focus
- Accountability
- Research / Science-based
- Equity and Fairness

Goals:

- Identify and respond to public health threats and priorities.
- Collaborate with residents, community stakeholders and policy-makers to address local gaps in public health.
- Empower people and neighborhoods to improve their health.
- Establish and maintain organizational capacity and resources to support continuous quality improvement.

Competency Categories – An Overview

Organizational Competencies – Columbus Public Health has determined that the following universal statement and accompanying organizational categories will be used in all CPH functional job descriptions:

“All CPH employees are expected to ensure that the Columbus community is protected from disease and other public health threats, and to empower others to live healthier, safer lives.

In addition, all CPH employees are expected to meet specified competencies in the following areas:

- Customer Focus: *Ensure the health and safety of our community within my abilities and resources and treat our many, diverse customers with thoughtful listening and respect.*
- Accountability: *Be accountable for knowing the scope of CPH programs and for maintaining the public’s trust through credible information, quality programming and services, and fiscal integrity.*
- Research / Science-based: *Contribute to the advancement of the scientific base of public health and use credible science as the foundation of our policies and procedures.*
- Equity and Fairness: *Interact with clients, community partners and co-workers with fairness and equity and deliver services free of bias or prejudice.*
- Continuous Quality Improvement: *Establish and maintain organizational capacity and resources to support continuous quality improvement.*
- Occupational Health and Safety: *Follow all safety rules, proactively work to prevent accidents, and encourage the use of sound judgment in order to comply with departmental and city occupational safety regulations.*
- Emergency Preparedness: *Promptly identify and respond to public health threats and priorities which may involve working outside of day-to-day tasks.*
- Communication: *Communicate in a respectful manner both written and orally, in person, and through electronic means, with linguistic and cultural proficiency.”*

Additional guidance in the organizational competency category:

- Also referred to as agency or cross-cutting competencies. The *Competency to Curriculum Toolkit* defines this as “cross-cutting – competencies that transcend the boundaries of the specific disciplines within public health and help to unify the practice of public health.”
- Organizational Competencies describes the “collective demonstration of competency areas that are core or central to the public health agency’s mission” (*The Public Health Competency Handbook*, page 1).
- These competencies are expected to be followed by all CPH employees from an organizational level. Columbus Public Health selected the department’s organizational competencies from several resources including departmental mission, vision and values and employee performance evaluation categories. In addition, CPH selected other areas of importance to the organization including continuous quality improvement, emergency preparedness, occupational health and safety and communication.

1. Customer Focus

Employee Outcome: Columbus Public Board of Health approved Value (Customer Service): Our many, diverse customers, both in the community and within our organization, know that they will be treated with thoughtful listening and respect. They know that our first priority is the health and safety of our community, and we will do all that is within our abilities and resources to address their individual needs and concerns.

References: CPH Mission, Vision, Values, and Goals, City of Columbus MCP/HACP Performance Excellence Program (customer focus), the City of Columbus Performance Appraisal Form (customer/employee relations) and the Council on Linkages between Academia and Public Health Practice Competencies.

Competencies:

A. Tier 1

1. Treats customers/staff with respect and courtesy
2. Projects a positive image as a professional, competent person
3. Willingly assists public/staff without "transferring" the problem to others
4. Uses appropriate verbal and non-verbal communication indicative of a pleasant place

B. Tiers 2 and 3

1. Serves as a role model for one-on-one customer service delivery
2. Anticipates broad customer needs based on day-to-day experiences
3. Recommends customer-focused processes or solutions to those needs with due consideration for resource constraints
4. Greets customers and listens carefully
5. Provides requested assistance and/or information in a prompt and courteous manner to satisfy the customer
6. Performs with accuracy and thoroughness

2. Accountability

Employee Outcome: Columbus Public Board of Health approved Value (Accountability): We understand that we are accountable for the health and safety of everyone in the community, and that as a publicly funded organization; we are all responsible for maintaining the public's trust through credible information, quality programming and services, and fiscal integrity. We know the scope of our programs and services and the critical role everyone plays in delivering our mission and achieving our vision.

References: CPH Mission, Vision, Values, and Goals, City of Columbus MCP/HACP Performance Excellence Program (accountability for results), the City of Columbus Performance Appraisal Form (accepts responsibility) and the Council on Linkages between Academia and Public Health Practice Competencies.

Competencies:

- A. Tier 1
 - 1. Follows directives and procedures
 - 2. Strives to improve knowledge of unit operation
 - 3. Accepts responsibility as required
 - 4. Responsible and accountable for errors made
 - 5. Accepts constructive criticism
- B. Tiers 2 and 3
 - 1. Consistently achieves very high quality results within a minimal timeframe
 - 2. Effectively manages multiple competing priorities and demands
 - 3. Anticipates broad work flow needs and prepares for upcoming projects/events in advance, including potential problem resolution
 - 4. Assumes personal responsibility for own actions
 - 5. Performs job duties in a manner consistent with time and quality standards
 - 6. Identifies work flow obstacles to supervisor
 - 7. Finds productive activities to fill idle time

3. Research / Science-based

Employee Outcome: Columbus Public Board of Health approved Value (Research/Science-based): Credible science is the foundation of our policies and program decisions. The community knows that our decision-making is based on research and best practices, and is grounded in the most current scientific information available.

References: CPH Mission, Vision, Values, and Goals, and the Council on Linkages between Academia and Public Health Practice Competencies.

Competencies:

- A. Tiers 1, 2, and 3
 - 1. Can describe, discuss, and/or critique the scientific foundation of the field of public health.
 - 2. Can identify, describe, and/or explain lessons to be learned from prominent events in the history of public health.
 - 3. Can describe, apply, and/or ensure public health sciences are applied in the delivery of the 10 Essential Public Health Services.
 - 4. Can apply public health sciences in the administration and management of the organization.

5. Can retrieve and synthesize scientific evidence from a variety of text and electronic sources to support decision making.
6. Can recognize, determine and/or explain limitations of evidence.
7. Can describe, use evidence and/or ensure the use of evidence in developing, implementing, evaluating, and improving policies, programs and services.
8. Can describe, identify and/or determine the laws, regulations, policies and procedures for the ethical conduct of research.
9. Can contribute to public health evidence base.
10. Can suggest, develop, and/or maintain partnerships that increase use of evidence in public health practice.

4. Equity and Fairness

Employee Outcome: Columbus Public Board of Health approved Value (Equity and Fairness): Our clients, partners and coworkers know that we will interact with them with fairness and equity, and that we strive to deliver our programs and services and operate in a manner that is just and free from bias or prejudice.

References: CPH Mission, Vision, Values, and Goals, the Council on Linkages between Academia and Public Health Practice Competencies and the Bay Area Regional Health Inequities Initiative.

Competencies:

- A. Tiers 1, 2 and 3
 1. Institutional commitment to address health inequities
 2. Hiring to address health inequities
 3. Structure that supports true community partnerships
 4. Support staff to address health inequities
 5. Transparent and inclusive communication (community, staff, partners, etc.)
 6. Institutional support for innovation
 7. Creative use of categorical funds
 8. Community accessible data and planning
 9. Streamlined administrative process

5. Continuous Quality Improvement

Employee Outcome: Columbus Public Board of Health approved Public Health Goal: Establish and maintain organizational capacity and resources to support continuous quality improvement.

References: CPH Mission, Vision, Values, and Goals, City of Columbus MCP/HACP Performance Excellence Program (initiative and adaptability to changing conditions), the City of Columbus Performance Appraisal Form (continuous improvement), the CPH Quality Improvement Plan, and the Council on Linkages between Academia and Public Health Practice Competencies.

Competencies:

- A. Tier 1
 1. Makes extra efforts to improve performance work methods
 2. Accepts changes in workload, priorities, or procedures
 3. Responds to instructions/directions
 4. Carries out changes in policies and procedures
- B. Tiers 2 and 3
 1. Is a role model for continuous improvement of work processes

2. Anticipates how future changes in the work environment, such as those brought about by technology, will create opportunities for work process improvements
3. Works to increase awareness of such opportunities throughout the work group
4. May lead continuous improvement efforts for the group with respect to the changes
5. Demonstrates willingness to do things differently within the context of continuous improvement
6. Actively participates in training or on-the-job opportunities to learn new ways of doing things
7. Applies those new ways of doing things to everyday work

6. Occupational Health and Safety

Employee Outcome: Columbus Public Board of Health approved Public Health Mission: To protect health and improve lives in our community and Columbus Public Board of Health approved Public Health Vision: The Columbus community is protected from disease and other public health threats, and everyone is empowered to live healthier, safer lives.

References: CPH Mission, Vision, Values, and Goals, City of Columbus MCP/HACP Performance Excellence Program (culture of occupational safety), and the Council on Linkages between Academia and Public Health Practice Competencies.

Competencies:

A. Tiers 1, 2 and 3

1. Serves as a “go to” person for questions/issues regarding safety
2. Anticipates how future changes in the work environment, such as those brought about by technology, will create needs for new or enhanced safety rules, practices, procedures, or standards
3. Takes the lead to develop or update safety rules, practices, procedures, and/or standards
4. May serve as the leader of a safety committee or other safety-related group
5. Follows all safety rules; proactively works to prevent accidents; complies with occupational safety regulations
6. Encourages the use of sound judgment in regard to safety throughout the work environment
7. Advocates safety focus by identifying and following through on opportunities to implement, enhance, or update safety rules, practices, procedures and/or standards
8. Attends and participates in safety meetings and/or other safety-related activities
9. Ensures occupational safety matters are investigated and brought to resolution

7. Emergency Preparedness

Employee Outcome: Columbus Public Board of Health approved Vision: The Columbus community is protected from disease and other public health threats, and everyone is empowered to live healthier, safer lives and Columbus Public Board of Health approved Public Health Goal: Identify and respond to public health threats and priorities.

References: CPH Mission, Vision, Values, and Goals, the Public Health Preparedness and Response Core Competency Model and the Council on Linkages between Academia and Public Health Practice Competencies.

Competencies:

A. Model Leadership

- 1.1 Solve problems under emergency conditions
- 1.2 Manage behaviors associated with emotional responses in self and others
- 1.3 Facilitate collaboration with internal and external emergency response partners
- 1.4 Maintain situational awareness
- 1.5 Demonstrate respect for all persons and cultures
- 1.6 Act within the scope of one's legal authority

B. Communicate and Manage Information

- 2.1 Manage information related to an emergency
- 2.2 Use principles of crisis and risk communication
- 2.3 Report information potentially relevant to the identification and control of an emergency through the chain of command
- 2.4 Collect data according to protocol
- 2.5 Manage the recording and/or transcription of data according to protocol

C. Plan for and Improve Practice

- 3.1 Contribute expertise to a community hazard vulnerability analysis
- 3.2 Contribute expertise to the development of emergency plans
- 3.3 Participate in improving the organization's capacities (including, but not limited to programs, plans, policies, laws, and workforce training)
- 3.4 Refer matters outside of one's scope of legal authority through the chain of command

D. Protect Worker Health and Safety

- 4.1 Maintain personal/family emergency preparedness plans
- 4.2 Employ protective behaviors according to changing conditions, personal limitations, and threats
- 4.3 Report unresolved threats to physical and mental health through the chain of command

Manager/Supervisor/Executive Level Competencies

- These competencies are specific to employees who are managers, supervisors or leaders at the executive level.
- These competencies are defined by the *Competency to Curriculum Toolkit* as “required of all employees who are classified as supervisory or managerial (executive level)”.
- Employee Outcome: In most cases, but not all, the position may supervise one or more employees. Employees in a managerial position not currently supervising other employees may select competencies within this section due to their position definition.

- References: CPH Mission, Vision, Values, and Goals, City of Columbus MCP/HACP Performance Excellence Program (managing performance and managing resources), the Council on Linkages between Academia and Public Health Practice Competencies (leadership and systems thinking skills).
- Additional Resources: the Executive Core Qualifications (U.S Office of Personnel Management) and the Public Health and Crisis Leadership Competency Framework (National Public Health Leadership Development Network).

Competencies for Tiers 2 and 3:

1. City of Columbus MCP/HACP Performance Excellence Program

A. Managing Performance

1. Working from the City's strategic plan, mission, and/or vision, identifies short and long range goals and objectives for the work area obtaining input from subordinates/others and own supervision.
2. Provides leadership in organizing, maintaining, controlling, and maximizing operations.
3. Anticipates changes in priorities and readies subordinates/others for the inevitability of change.
4. Articulates goals and objectives within the context of the City's broader plan.
5. Communicates performance-related and goal-based work plans with subordinates and others that are appropriate to the individual and that fit within the context of short and long range objectives.
6. Recognizes and fosters hidden talents and potential in subordinates/others to promote career development.
7. Embraces performance management and creates a sense of employee ownership of the process.
8. Employs broad, frequent use of recognition, using creative and innovative approaches to keep recognition programs from becoming stale.
9. Leads by example.
10. Sets clear goals and objectives for work area, yet remains flexible to changes in priorities.
11. Regularly communicates tasks to be achieved to subordinates/others.
12. Provides regular constructive feedback and coaching to subordinates/others based on their performance.
13. Works with subordinates/others to determine training needs and to complete training objectives.
14. Participates in the City's performance management process with each subordinate employee, conducting required sessions and submitting completed paperwork in a timely manner.
15. Uses recognition programs to recognize employees.
16. Encourages and rewards risk-taking consistent with defined goals.
17. Demonstrates high ethical standards.

18. Fosters a work environment characterized by mutual respect; promotes good labor relations.
19. Ensures performance measures are in place to monitor progress and assess achievement of strategic goals and objectives; develops initiatives to achieve goals and objectives.

B. Managing Resources

1. Plans and budgets resource requirements for future operational needs.
2. Uses minimal resources to produce maximum results.
3. Skilled in shifting resources to meet objectives or for cost containment.
4. Innovative in obtaining alternative resources.
5. Maintains appropriate budgetary and asset controls.
6. Initiates timely and effective corrective actions as needed.
7. Effectively uses available resources to accomplish goals and meet workload requirements.
8. Responds to needs for cost containment as required.

2. Council on Linkages between Academia and Public Health Practice Competencies for Public Health Professionals

References: See Appendix V for a brief overview of the *Council on Linkages Public Health Practices Core Competencies for Public Health Professionals*

A. Leadership and Systems Thinking – Tiers 1, 2 or 3

1. Tier 1 – 8A1, 8A2, 8A3, 8A4, 8A5, 8A6, 8A7, 8A8, 8A9
2. Tier 2 – 8B1, 8B2, 8B3, 8B4, 8B5, 8B6, 8B7, 8B8, 8B9, 8B10
3. Tier 3 - 8C1, 8C2, 8C3, 8C4, 8C5, 8C6, 8C7, 8C8, 8C9, 8C10

Job Specific Competencies

- These competencies reflect the functional part of the employee’s job or the minimum level of expected practice. The *Competency to Curriculum Toolkit* defines this as “core – competencies that represent a set of skills, knowledge, and attitudes necessary for the broad practice of public health as they apply to front-line staff, senior-level staff, and supervisory and management staff”.
- Columbus Public Health will follow the Council on Linkages as the primary public health competencies for all employees. One of the three tiers shall be selected to define the type of position (Tier 1: front line staff/entry level, Tier 2: program management/supervisory level, and Tier 3: senior management/executive level).
- Competencies from other disciplines can also be noted if the essential functions of the position include knowledge, skills and abilities not covered in the professional competency section found below. Examples include competencies in a position that do not require certification or licensure (such as epidemiology) or are not public health specific (such as human resources, fiscal and information technology).
- Employee Outcome: Columbus Public Board of Health approved Vision: The Columbus community is protected from disease and other public health threats, and everyone is

empowered to live healthier, safer lives and Columbus Public Board of Health approved Public Health Goal: Identify and respond to public health threats and priorities.

- References: CPH Mission, Vision, Values, and Goals and the Council on Linkages between Academia and Public Health Practice Competencies (see Appendix V).
- Competencies:
 - A. Tiers 1, 2 and 3:
 1. Analytical/Assessment Skills
 2. Policy Development/Program Planning Skills
 3. Communication Skills
 4. Cultural Competency Skills
 5. Community Dimensions of Practice Skills
 6. Public Health Sciences Skills
 7. Financial Planning and Management Skills
 8. Leadership and Systems Thinking Skills

Professional Competencies

- The professional competency category would only be used for those employees who need to maintain a certificate or license that requires continuing education in order to do a critical requirement of their job. Examples include, but are not limited to, Nursing, Sanitarian, Social Worker, Counselor and Dietitian.
- The *Competency to Curriculum Toolkit* defines this category as “discipline specific competencies necessary for specialized roles within public health”.
- Employee Outcome: These competencies are discipline specific and may not be utilized for all positions. This category would require advanced knowledge in a field of study.
- References: References come from various sources including professional organizations, licensing boards and published state and national standards. (See Appendix VII – Professional Competency Resources)
- Competencies: Columbus Public Health may fill positions in the following professional program areas:

Advanced Practice Registered Nurse
Certified Health Education Specialist (CHES)
Chemical Dependency Counselor/Prevention Specialist (COCA, LCDC, LICDC)
Community Health Worker
Counselor (LPC or PC, LPCC or PCC, LPCC-S or PCC-S)
Dentist
Dental Assistant/Radiographer
Dental Hygienist
Medical Physician
Medical Technologist
National Gambling Counselor
Public Health Nurse (RN, LPN)
Registered Dietitian or Licensed Dietitian (RD, LD)
Registered Dietetic Technician
Registered Sanitarian (RS)
Registered Sanitarian-in-Training (SIT)
Social Worker (SWA, LSW, LISW, LISW-S)
Veterinarian (DVM)

Appendix V: Public Health Competencies

Resource: [Council on Linkages - Core Competencies for Public Health Professionals](#)

The Core Competencies for Public Health Professionals was developed by the Council on Linkages Between Academia and Public Health Practice. The document, last adopted in June 2014, is a consensus set of skills for the broad practice of public health, as defined by the 10 Essential Public Health Services. The Core Competencies reflect foundational skills desirable for professionals engaging in the practice, education and research of public health.

The Core Competencies are organized into eight domains, reflecting skill areas within public health, and three tiers, representing career stages for public health professionals. Competencies progress from lower to higher levels of skill complexity both within each domain in a given tier and across the tiers. The three tiers are further defined based on the level of the position:

- Tier 1: Front Line Staff/Entry Level – Tier 1 competencies apply to public health professionals who carry out the day-to-day tasks of public health organizations and are not in management positions. Responsibilities may include data collection/analysis, fieldwork, program planning, outreach, communications, customer service, and program support.
- Tier 2: Program Management/Supervisory Level – Tier 2 competencies apply to public health professionals in program management/supervisory roles. Responsibilities may include developing, implementing, and evaluating programs; supervising staff; establishing and maintaining community partnerships; managing timelines and work plans; making policy recommendations; and providing technical expertise.
- Tier 3: Senior Management/Executive Level – Tier 3 competencies apply to public health professionals at a senior management level and to leaders of public health organizations. These professionals typically have staff that report to them and may be responsible for overseeing major programs or operations of the organization, including setting a strategy and vision, creating a culture of quality, and working with the community to improve health.

Appendix VI: Physical Work Environment Statements

As you identify the Physical Activity and Physical Requirements of the position, please remember that selections should be based upon the NORMAL, EVERYDAY expectations of the job. Select all options that apply, as some can be combined to better describe the needs of the position.

Physical Activities:

1. Climbing: Climbing up and down stairs by using feet and legs and/or hands and arms.
2. Reaching: The result of extending hand(s) and arm(s) in any direction.
3. Standing: Stay in place in an erect position on feet and legs. (Individual job descriptions including this piece should specifically state the duration as well).
4. Walking: Moving around on foot for long periods of time in order to accomplish job requirements.
5. Pushing: Using upper body to press against something with a steady force so as to thrust forward, downward or outward.
6. Pulling: Using upper body in order to draw, drag, haul or tug objects.
7. Lifting: Raising objects from a lower to a higher position or moving objects from position-to-position horizontally. (Individual job descriptions including this piece should specifically state the duration as well).
8. Use of fingers: Working with the fingers rather than with the whole hand or arm as in handling to pick, pinch, type or similar actions.
9. Grasping: Using the fingers and palm to apply pressure on an object or grabbing objects often.
10. Feeling: Using hands and/or fingertips, measuring the size, shape, temperature, texture or similar characteristics by using bare hand contact or with gloves.
11. Talking: Using the spoken word to verbally express or exchange ideas.
12. Hearing: Ability to determine the nature of sounds with or without correction and/or enhancement to receive detailed information through oral communication and to make fine distinctions in sound.
13. Repetitive Motions: Consistent motions of any part of the body, including but not limited to wrists, hands, fingers, legs, head, shoulders, and neck.
14. Biking – Ability to ride a bike using entire body movement including, feet, legs, arms and hands. (Note: to be used only when bike riding is a required responsibility of the position).

Physical Requirements:

1. Sedentary Work: Lifting up to 15 pounds occasionally and/or a very minimum amount of force frequently or constantly to lift, carry, push or pull or otherwise move objects. Sedentary work includes jobs where walking and standing are required only occasionally, and where the employee sits most of the time.
2. Light Work: Lifting up to 25 pounds occasionally, and/or up to 15 pounds of force frequently, and/or very minimum amount of force constantly to move objects. If the use of arm and/or leg requires exertion of forces greater than that of Sedentary Work and the employee sits most of the time, the job is rated as Light Work.
3. Heavy Work: Lifting up to 50 pounds occasionally, and/or up to 25 pounds frequently, and/or up to 15 pounds constantly to move objects.

Visual Activity:

1. **Close to the eyes:** Employees in this category perform tasks that require close visual contact. Activity involves, but not limited to, preparing and analyzing data and figures; viewing a computer desktop terminal, laptop or tablet screen; reading extensively; performing close contact procedures such as drawing blood, dispensing medication, and/or providing immunizations; viewing objects such as reading thermometers and analyzing laboratory samples; inspecting objects such as lab samples; operating machinery (including diagnostic inspections); using measurement devices; and the assembly or fabrication of parts.
2. **At or within arm's reach:** Employees in this category work where the seeing job is at or within arm's reach. (If the employee also inspects, use the "close to the eyes" standard which requires more activity.) Examples of work duties might include: laboratory environments, pool inspections, lead inspections, collecting samples, etc.
3. **Beyond arm's reach:** Employees in this category work where the seeing job is beyond arm's reach. Work is conducted which deals with using cleaning equipment (brooms, sweepers, and buffing machines), handling instruments to conduct inspections or perform clinical procedures. This also includes work where accuracy and neatness is required, especially to assure health/sanitary conditions. This is especially applicable in clinical and environmental settings.

Other Job Activities:

1. Employee works inside with protection from weather conditions.
2. Employee works outside with no effective protection from the weather which may include, but is not limited to, snow, ice, hail, lightning, rain, and heavy wind.
3. Employee works both inside and outside of the office consistently or depending on the task required.
4. Employee is exposed to temperatures below 32 degrees for periods of more than one hour.
5. Employee is exposed to temperatures above 100 degrees for periods of more than one hour.
6. Employee is exposed to noise. There is enough noise to cause the employee to shout in order to be heard.
7. Employee is exposed to vibration.
8. Employee is exposed to hazards. This includes a variety of physical conditions, such as working close to moving mechanical, hydrologic and electrical parts, electric current, and exposure to high heat or chemicals.
9. Employee is exposed to atmospheric conditions in which one or more of the following conditions affect the respiratory system or the skin: fumes, odors, dusts, mists, gases, or poor ventilation.
10. Employee is exposed to petroleum products and other oils including, but not limited to, aerosol sprays and/or skin exposure to oils and other cutting fluids.
11. Employee may come into contact with or be exposed to chemical, biological, radiological, explosive, and/or nuclear hazards.
12. Employee is required to wear a facemask, respirator and/or other personal protective equipment (PPE) as part of the normal working conditions of the position.
13. Employee may come into contact with insects that may carry vector borne diseases.
14. Employee may come into contact with animals that may carry animal borne diseases.

15. Employee may come into contact with human patients exhibiting or carrying an infectious or communicable disease.
16. Employee may come into contact with blood-borne pathogens.
17. Employee may come into contact with body fluids.
18. Employee works outside an office environment and while conducting home, school, child care, and healthcare visits or inspections, may be exposed to environmental (lead, mold, animals, vectors, etc.) conditions and/or unsafe client environments (observations of child abuse, spousal abuse, drugs, meth labs, weapons, or any other types of violence/life threatening hazards).
19. None. Employee is not exposed to adverse environmental conditions.

EXAMPLES:

Sedentary Work Draft: Lifting up to 15 pounds occasionally and/or a very minimum amount of force frequently or constantly to lift, carry, push or pull or otherwise move objects. Employees work inside with protection from weather conditions. Employees are expected to be able to see and read close to their eyes, such as at a computer terminal.

Light Work Draft: Lifting up to 25 pounds occasionally, and/or up to 15 pounds of force frequently, and/or very minimum amount of force constantly to move objects. Employees work both inside and outside. Employees move around and stand on foot for long periods of time in order to accomplish job requirements. Employee must be able to see close to their eyes.

Heavy Work Draft: Lifting up to 50 pounds occasionally, and/or up to 25 pounds frequently, and/or up to 15 pounds constantly to move objects. Employees work outside with no effective protection from weather. Employees climb up and down ladders, stairs, ramps, and the like, using feet and legs and/or hands and arms. Employees are expected to grasp, pull, and push objects with repetitive motions. Employees do work which requires them to operate motorized vehicles and equipment.

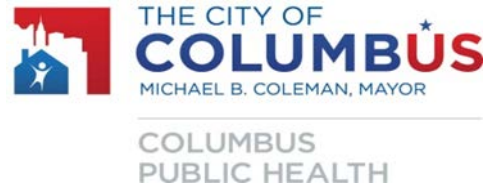
Appendix VII: Professional Competency Resources

Competency	Resource	Organization
Advanced Practice Registered Nurse	http://www.nursing.ohio.gov/Practice.htm#AdvancedPractice	Ohio Board of Nursing – Advanced Practice Registered Nurse
Chemical Dependency Counselor	http://ocdp.ohio.gov/pdfs/RCHPROVIDERHANDBOOK.pdf	Ohio Chemical Dependency Professionals Board
Community Health Worker	http://www.nursing.ohio.gov/CommunityHealthWorkers.htm (2009)	Ohio Board of Nursing - Community Health Worker Program
Counselor, Social Worker	http://cswmft.ohio.gov/	Ohio Counselor, Social Worker and Marriage & Family Therapist Board
Dentist, Dental Hygienist, Dental Assistant, Radiographer	http://dental.ohio.gov/licensinginfo.stm	State of Ohio Dental Board
Dietitian, Registered Dietetic Technician	http://www.cdrnet.org/	Commission on Dietetic Registration
Emergency Preparedness	http://www.phf.org/programs/preparednessresponse/Pages/Public_Health_Preparedness_and_Response_Core_Competencies.aspx	Public Health Preparedness & Response Core Competency Model
Environmental Health	http://sanitarian.ohio.gov/ or http://www.cdc.gov/nceh/ehs/corecomp/corecompetencies.htm (2001) or http://www.neha.org/credential/index.shtml#rehsrs_cred	State Board of Sanitarian Registration or Center for Disease Control and Prevention, Environmental Health Performance Standards or National Environmental Health Association
Epidemiology	http://www.cdc.gov/AppliedEpiCompetencies/index.html	Center for Disease Control and Prevention, originally from the Council of State and Territorial Epidemiologists http://www.cste.org/group/CSTECDAEC
Federal	www.opm.gov/ses/recruitment/ecq.asp	U.S. Office of Personnel Management
Gambling Counselor	www.igccb.org	International Gambling Counselor Certification Board
Health Education Specialist	http://www.nchec.org/credentialing/docs/nch-mr-tab3-110.htm	National Commission for Health Education Credentialing, Inc.
Health Equity	http://barhii.org/	Bay Area Regional Health Inequities Initiative
Health Information Manager	http://www.ahima.org/certification	American Information Management Association
Human Resources	www.shrm.org/Publications/hrmagazine/E	Society for Human Resource

	ditorialContent/Pages/0607grossman.aspx (2007)	Management
Informatics/IT	http://hr.od.nih.gov/workingatnih/competencies/occupation-specific/2210/default.htm or http://www.nwcp.org/docs/phi/comps/phi_print.pdf	Office of Human Resources at the National Institute of Health or Northwest Center for Public Health Practice, University of Washington
Lactation	http://www.healthychildren.cc/ or http://www.lactationeducationconsultants.com/	Healthy Children’s Center for Breastfeeding or Lactation Education Consultants
Leadership	http://www.heartlandcenters.slu.edu/nln/about/framework.pdf	National Public Health Leadership Competency Framework
Maternal and Child Health	http://devleadership.mchtraining.net/mchlc_docs/mch_leadership_comp_3-0.pdf	MCH Leadership Competencies – http://leadership.mchtraining.net
Medical Director	http://www.pioneernetwork.net/AboutUs/Strategic/AMDA/ or http://www.amda.com/governance/whitepapers/G10.cfm	Pioneer Network or American Medical Director’s Association
Masters of Public Health Student	http://www.aspph.org/educate/#tools	Association of Schools and Programs of Public Health
Medical Lab Technologist	http://ascp.org/ or http://www.sharinginhealth.ca/programs/MLT_competencies.html or http://www.healthcare-staffing.com/pdf/skills/allied/MedicalTechnologistrevised7-07.pdf	American Society for Clinical Pathologists or SharinginHealth or Health Care Staffing Inc.
Medical Physician	http://www.med.ohio.gov/	State Medical Board of Ohio
Minority Health	http://www.minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=53	U.S. Department of Health and Human Services – Office of Minority Health
Public Health Nurse	http://www.nursing.ohio.gov/ or www.quadcouncilphn.org (2012) or www.achne.org/i4a/pages/index.cfm?pageid=3341	Ohio Board of Nursing or The Quad Council of Public Health Nursing Organizations
Social Worker, Counselor	http://cswmft.ohio.gov/ or http://www.naswdc.org/practice/standards/NASw-culturalstandards.pdf	Ohio Counselor, Social Worker and Marriage & Family Therapist Board or National Association of Social Workers (NASW)
Veterinarian	http://ovmlb.ohio.gov or http://aavmc.org/data/files/navmec/navmecommeeting1report.pdf (2010)	The Ohio Veterinary Medical Licensing Board or Association of American Veterinary Medical Colleges
<u>Other Resources</u>		

Canadian Core Competencies	<a href="http://www.phac-aspc.gc.ca/php-
psp/ccph-cesp/about_cc-a-propos_ce-
eng.php">http://www.phac-aspc.gc.ca/php- psp/ccph-cesp/about_cc-a-propos_ce- eng.php	Public Health Agency of Canada http://www.phac-aspc.gc.ca/
Core Competencies for Public Health Professionals	<a href="http://www.phf.org/resourcestools/Do
cuments/Core_Competerencies_for_Publ
ic_Health_Professionals_2014June.pdf">http://www.phf.org/resourcestools/Do cuments/Core_Competerencies_for_Publ ic_Health_Professionals_2014June.pdf	Council on Linkages Between Academia and Public Health Practice - Public Health Foundation www.phf.org
Competency to Curriculum Toolkit	<a href="http://www.phf.org/resourcestools/Do
cuments/Competency_to_Curriculum
Toolkit08.pdf">http://www.phf.org/resourcestools/Do cuments/Competency_to_Curriculum Toolkit08.pdf	Public Health Foundation www.phf.org
State of Iowa General Competency Library	<a href="http://das.hre.iowa.gov/documents/cl
ass_and_pay/job_competencies.pdf">http://das.hre.iowa.gov/documents/cl ass_and_pay/job_competencies.pdf	Iowa Department of Administrative Services, Human Resources Enterprise http://das.hre.iowa.gov/

Appendix VIII: Completed Job Description Examples



FUNCTIONAL JOB DESCRIPTION

GENERAL INFORMATION:

Civil Service Classification	Public Health Program Manager I
Working Job Title (if different)	
Division	Planning & Accreditation
Date Job Description Created	9/12/2013
Revision Dates of Job Description	
Job Title Changes (all changes since position creation)	

POSITION DEFINITION:

Assist in the formation and guidance of a new public health initiative, "Take Care Columbus," that will involve bringing partners and residents together to identify common goals for community health improvement, as well as function as staff coordinator for the internal infant mortality reduction group.

ESSENTIAL FUNCTIONS:

- Facilitate discussions in the community regarding major public health challenges and evidence based methods to address these challenges.
- Assist in the development of community partnership to improve health and reduce disparities in Franklin County.
- Research and understand diseases and behaviors of high public health importance in Franklin County such as tobacco use, chronic, environmental, and behavioral diseases.
- Organize and document meetings with residents.
- Work with assigned epidemiologist to create measures that will help track progress in reaching goals and develop methods to regularly collect information on the measures from project participants.

- Track progress on implementation of action steps or policies designed to impact agreed upon health indicators for the new health improvement initiative.
- Become familiar with the customer satisfaction survey process including analysis and reporting results.
- Design and implement methods to regularly report to stakeholders and the community progress for the new public health initiative.
- Participate in professional development opportunities.

PREFERRED QUALIFICATIONS:

N/A

COMPETENCIES/KNOWLEDGE-SKILLS-ABILITIES (KSA's):

F. Public Health Tier: 1 – Front line Employee

G. Organizational Competencies

All CPH employees are expected to ensure that the Columbus community is protected from disease and other public health threats, and to empower others to live healthier, safer lives. In addition, all CPH employees are expected to meet specified competencies in the following areas:

- Customer Focus: Ensure the health and safety of our community within my abilities and resources and treat our many, diverse customers with thoughtful listening and respect.
- Accountability: Be accountable for knowing the scope of CPH programs and for maintaining the public's trust through credible information, quality programming and services, and fiscal integrity.
- Research / Science-based: Contribute to the advancement of the scientific base of public health and use credible science as the foundation of our policies and procedures.
- Equity and Fairness: Interact with clients, community partners and co-workers with fairness and equity and deliver services free of bias or prejudice.
- Continuous Quality Improvement: Establish and maintain organizational capacity and resources to support continuous quality improvement.
- Occupational Health and Safety: Follow all safety rules, proactively work to prevent accidents, and encourage the use of sound judgment in order to comply with departmental and city occupational safety regulations.
- Emergency Preparedness: Promptly identify and respond to public health threats and priorities which may involve working outside of day-to-day tasks.
- Communication: Communicate in a respectful manner both written and orally, in person, and through electronic means, with linguistic and cultural proficiency.

H. Manager/Supervisor/Executive Level Competencies
N/A

I. Job Specific Competencies

Descriptions of each competency can be found at:

http://www.phf.org/programs/corecompetencies/Pages/Core_Public_Health_Competencies_Tools.aspx

- Analytical/Assessment Skills (1A1, 1A2, 1A3, 1A4, 1A5, 1A6, 1A9, 1A12)
- Policy Development/Program Planning Skills (2A6, 2A10)
- Communication Skills (3A1, 3A2, 3A3, 3A4, 3A5, 3A6)
- Cultural Competency Skills (4A1, 4A2, 4A3, 4A4, 4A5)
- Community Dimensions of Practice Skills (5A1, 5A2, 5A3, 5A4, 5A5, 5A6, 5A7, 5A8, 5A9, 5A10)
- Public Health Sciences Skills (6A1, 6A3, 6A4, 6A5, 6A6, 6A7)
- Financial Planning and Management Skills (7A3, 7A7, 7A10)
- Leadership and Systems Thinking Skills (8A1, 8A2, 8A3, 8A5, 8A6, 8A7)

J. Professional Competencies

List professional competency(ies): N/A

REPORTING STRUCTURE:

Title of Immediate Supervisor:	PH Administration (Planning & Accreditation)
Titles of any others this position reports to:	
Titles of those who directly report to this position:	

PHYSICAL WORK ENVIRONMENT:

Job Location: 240 Parsons Ave., Columbus, Oh 43215

Physical Activity: Lifting, fingering, touching, talking, hearing, repetitive motions.

Physical Requirements: Sedentary Work

Visual Activity: Close to the eyes, at or within arm's reach.

Extra: Employee will work inside with protection from weather conditions. Employee is expected to be able to see and read close to their eyes for tasks such as data analysis and keyboarding. Lifting up to 15 pounds is required occasionally and/or a very minimum amount of force frequently or constantly to lift, carry, push or pull or otherwise move objects.

FUNCTIONAL JOB DESCRIPTION

GENERAL INFORMATION:

Civil Service Classification	Public Health Nurse
Working Job Title (if different)	
Division	Strategic Nursing Team
Date Job Description Created	10/1/2013
Revision Dates of Job Description	
Job Title Changes (all changes since position creation)	

POSITION DEFINITION:

This position will serve as a member of the Strategic Nursing Team to address departmental priorities and develop and strengthen neighborhood connections with the most vulnerable populations. Provide professional public health nursing services to the community and provide nursing surge capacity in an emergency.

ESSENTIAL FUNCTIONS:

- Provide immunizations, health screenings in the community
- Provide patient and community education, including conducting communicable diseases classes.
- Collaborate with emergency response planning and training
- Participate in documentation and evaluation
- Assist in developing, implementing and evaluating professional development education; nursing continuing education.
- Other nursing duties as needed by the program manager.

PREFERRED QUALIFICATIONS:

BSN.

COMPETENCIES/KNOWLEDGE-SKILLS-ABILITIES (KSA's):

K. Public Health Tier: 1 – Front line employee

L. Organizational Competencies

All CPH employees are expected to ensure that the Columbus community is protected from disease and other public health threats, and to empower others to live healthier, safer lives. In addition, all CPH employees are expected to meet specified competencies in the following areas:

- **Customer Focus:** Ensure the health and safety of our community within my abilities and resources and treat our many, diverse customers with thoughtful listening and respect.
- **Accountability:** Be accountable for knowing the scope of CPH programs and for maintaining the public's trust through credible information, quality programming and services, and fiscal integrity.
- **Research / Science-based:** Contribute to the advancement of the scientific base of public health and use credible science as the foundation of our policies and procedures.
- **Equity and Fairness:** Interact with clients, community partners and co-workers with fairness and equity and deliver services free of bias or prejudice.
- **Continuous Quality Improvement:** Establish and maintain organizational capacity and resources to support continuous quality improvement.
- **Occupational Health and Safety:** Follow all safety rules, proactively work to prevent accidents, and encourage the use of sound judgment in order to comply with departmental and city occupational safety regulations.
- **Emergency Preparedness:** Promptly identify and respond to public health threats and priorities which may involve working outside of day-to-day tasks.
- **Communication:** Communicate in a respectful manner both written and orally, in person, and through electronic means, with linguistic and cultural proficiency.

M. Manager/Supervisor/Executive Level Competencies

- City of Columbus MCP/HACP Performance Excellence: Managing Performance (N/A)
- City of Columbus MCP/HACP Performance Excellence: Managing Resources (N/A)
- Council on Linkages: Leadership and Systems Thinking Skills (N/A)

N. Job Specific Competencies

Descriptions of each competency can be found at:

http://www.phf.org/programs/corecompetencies/Pages/Core_Public_Health_Competencies_Tools.aspx

- Analytical/Assessment Skills (1A1, 1A2, 1A3, 1A4, 1A5, 1A7, 1A8, 1A9, 1A10, 1A11, 1A12)
- Policy Development/Program Planning Skills (2A1, 2A7, 2A10, 2A15, 2A16)
- Communication Skills (3B1, 3B2, 3B3, 3A4, 3B5, 3B6)
- Cultural Competency Skills (4B1, 4B2, 4A3, 4A5, 4A6)
- Community Dimensions of Practice Skills (5B1, 5B2, 5B3, 5B4, 5A5, 5A6, 5B7, 5A8, 5A9, 5A10)
- Public Health Sciences Skills (6B1, 6A2, 6A3, 6B4, 6B6, 6B7, 6A8, 6B9)
- Financial Planning and Management Skills (7A2, 7A3, 7B8, 7B9, 7A10)
- Leadership and Systems Thinking Skills (8A1, 8B2, 8B3, 8B4, 8B5, 8A6, 8A7)

O. Professional Competencies

List professional competency(ies): RN, BSN

In addition employee will adhere to:

- Columbus Public Health Nursing Competencies Policy and Procedure.
- American Nurses Association Code of Ethics
- Standards of Public Health Nursing Practice Scope and Standards of Public Health Nursing Practice from the American Nurses Association, 2007.
- Standard 1. The public health nurse collects comprehensive data pertinent to the health status of the population.
- Standard 2. Population Diagnosis and Priorities: The health nurse analyses the assessment data to determine the population diagnoses and priorities.
- Standard 3. Outcomes Identification: The public health nurse identifies expected outcomes for a plan that is based on population diagnoses and priorities.
- Standard 4. Planning: The public health nurse develops a plan that reflects best practices by identifying strategies, action plans and alternatives to attain expected outcomes.
- Standard 5. Implementation: The public health nurse implements the identified plan by partnering with others.
- Standard 5A. Coordination: The public health nurse coordinates programs, services, and other activities to implement the identified plan.
- Standard 5B. Health Education and Health Promotion: The public health nurse employs multiple strategies to promote health, prevent disease, and ensure a safe environment for populations.
- Standard 5C. Consultation: The public health nurse provides consultation to various community groups and officials to facilitate the implementation of programs and services.
- Standard 5D. Regulatory Activities: The public health nurse identifies, interprets, and implements public health laws, regulations, and policies.
- Standard 6. Evaluation: The public health nurse evaluates the health status of the population.

REPORTING STRUCTURE:

Title of Immediate Supervisor:	PH Program Manager III (RN)
Titles of any others this position reports to:	PH Assistant Health Commissioner (Nursing) PH Program Manager II (RN)
Titles of those who directly report to this position:	

PHYSICAL WORK ENVIRONMENT:

Job Location: 240 Parsons Ave., Columbus, Oh 43215

Physical Activity: Standing, walking, pushing, pulling, lifting, fingering, touching, talking, hearing, repetitive motions.

Physical Requirements: Sedentary work, light work

Visual Activity: Close to the eyes, at or within arm's reach

Extra: Lifting up to 25 pounds occasionally, and/or up to 15 pounds of force frequently, and/or very minimum amount of force constantly to move objects. Employee works both inside and outside. Employees move around and stand on foot for long periods of time in order to accomplish job requirements. Employee must be able to see close to their eyes for medical purposes and practical purposes, such as reading on a computer monitor. Employee will be in contact with patients and blood-borne pathogens.

FUNCTIONAL JOB DESCRIPTION

GENERAL INFORMATION:

Civil Service Classification	Public Health Sanitarian I
Working Job Title (if different)	
Division	Environmental Health – Food Protection
Date Job Description Created	11/18/2013
Revision Dates of Job Description	
Job Title Changes (all changes since position creation)	

POSITION DEFINITION:

Responsible for performing field inspections of licensed retail food establishments (RFEs) and food service operations (FSOs) to enforce the Ohio Uniform Food Safety Code, and to protect the health of the public. Work may also involve investigation of complaints, risk assessments, and screening of potential clients. Position may be reassigned to other programs within Environmental Health as operational needs warrant.

ESSENTIAL FUNCTIONS:

- Inspection and appropriate code enforcement of food service operations, retail food establishments, school inspections, and FOG (fat, oil and grease) inspections. Efficiently uses resources to mitigate health hazards.
- Document inspection records within the appropriate system (Envision Connect, files, correspondence, memoranda, reports and related materials).
- Train staff and operators as needed. Develops and provides educational programs and materials regarding safe food preparation, handling, and storage practices, or other environmental health related practices including, but not limited to, level 1 food safety training.
- Consult with internal/external experts and agencies, including, but not limited to, the Ohio Department of Health and the United States Department of Agriculture, regarding

food protection codes or practices, or other environmental health and safety codes and practices.

- Attend mandatory staff meetings; attend CEU classes and maintain RS/SIT licensure.
- If position is reassigned, work may include healthy home assessments, including lead hazard assessments and clearance testing, inspection of swimming pools, body art establishments, and other environmental health issues and complaints. These inspections may include screening and enrolling potential clients who meet specific grant or codified criteria. In a reassignment situation, the percentage of work in these areas may be up to 70% of the position's duty.

PREFERRED QUALIFICATIONS:

Bachelor's Degree in Environmental Health or other science field.

COMPETENCIES/KNOWLEDGE-SKILLS-ABILITIES (KSA's):

A. Public Health Tier: 1 – Frontline employee

B. Organizational Competencies

All CPH employees are expected to ensure that the Columbus community is protected from disease and other public health threats, and to empower others to live healthier, safer lives. In addition, all CPH employees are expected to meet specified competencies in the following areas:

- Customer Focus: Ensure the health and safety of our community within my abilities and resources and treat our many, diverse customers with thoughtful listening and respect.
- Accountability: Be accountable for knowing the scope of CPH programs and for maintaining the public's trust through credible information, quality programming and services, and fiscal integrity.
- Research / Science-based: Contribute to the advancement of the scientific base of public health and use credible science as the foundation of our policies and procedures.
- Equity and Fairness: Interact with clients, community partners and co-workers with fairness and equity and deliver services free of bias or prejudice.
- Continuous Quality Improvement: Establish and maintain organizational capacity and resources to support continuous quality improvement.
- Occupational Health and Safety: Follow all safety rules, proactively work to prevent accidents, and encourage the use of sound judgment in order to comply with departmental and city occupational safety regulations.
- Emergency Preparedness: Promptly identify and respond to public health threats and priorities which may involve working outside of day-to-day tasks.

- Communication: Communicate in a respectful manner both written and orally, in person, and through electronic means, with linguistic and cultural proficiency.

C. Manager/Supervisor/Executive Level Competencies

- City of Columbus MCP/HACP Performance Excellence: Managing Performance (N/A)
- City of Columbus MCP/HACP Performance Excellence: Managing Resources (N/A)
- Council on Linkages: Leadership and Systems Thinking Skills (N/A)

D. Job Specific Competencies

Descriptions of each competency can be found at:

http://www.phf.org/programs/corecompetencies/Pages/Core_Public_Health_Competencies_Tools.aspx

- Analytical/Assessment Skills (1A8)
- Policy Development/Program Planning Skills (2A5)
- Communication Skills (3A1, 3A2, 3A5)
- Cultural Competency Skills (4A1, 4A2, 4A3, 4A4, 4A5, 4A6)
- Community Dimensions of Practice Skills (5A1, 5A5, 5A6, 5A7, 5A9, 5A10)
- Public Health Sciences Skills (6A1, 6A2, 6A4, 6A5, 6A6, 6A8, 6A9)
- Financial Planning and Management Skills (7A3, 7A10)
- Leadership and Systems Thinking Skills (8A1, 8A3, 8A5, 8A6, 8A7)

E. Professional Competencies

List professional competency(ies): Registered Sanitarian (RS)

Employee will adhere to:

- The Center for Disease Control and Prevention Environmental Health Performance standards found at: <http://www.cdc.gov/nceh/ehs/envphps/Docs/EnvPHPSv2.pdf>
- All internal environmental health checklists, policies and procedures for Columbus Public Health Sanitarians and Sanitarians-in-Training.

REPORTING STRUCTURE:

Title of Immediate Supervisor:	PH Sanitarian III
Titles of any others this position reports to:	
Titles of those who directly report to this position:	

PHYSICAL WORK ENVIRONMENT:

Job Location: 240 Parsons Ave., Columbus, Oh 43215

Physical Activity: Climbing, reaching, standing, walking, pushing, pulling, lifting, fingering, touching, talking, hearing, repetitive motions

Physical Requirements: Sedentary work, light work

Visual Activity: Close to the eyes, at or within arm's reach

Other Job Activities: Employee works both inside in an office setting, and outside for sanitarian duties. Lifting up to 25 pounds occasionally, and/or up to 15 pounds of force frequently, and/or very minimum amount of force constantly to move objects. Employees move around and stand on foot for long periods of time in order to accomplish sanitarian field job requirements and may be exposed to weather elements.