



2014 Core Competencies for Public Health Professionals

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**Council on Linkages Between Academia and Public Health Practice
Public Health Foundation**

June 16, 2015 webinar

Association of Public Health Nurses

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- Questions will be answered at the end of the session in the order in which they are received
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Disclosures

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

Requirements for Successful Completion



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



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Learning Objectives

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

Overview

- What are the Core Competencies for Public Health Professionals and how are they being used?
- How have they changed?
- Is there anyone out there who can help with their use?!?!?

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 - Developing and advancing innovative strategies to build and strengthen public health infrastructure; and
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- 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
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- National Public Health Leadership Development Network
- Quad Council of Public Health Nursing Organizations
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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 needs

Core Competencies for Public Health Professionals

➤ 8 Domains:

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

➤ 3 Tiers:

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

Core Competencies for Public Health Professionals

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

Who Uses the Core Competencies?

- ~60% of State Health Departments (ASTHO, 2014)
- ~26% of Local Health Departments (NACCHO, 2013)
- >90% of Academic Public Health Programs (Council on Linkages, 2006)
- Core Competencies are also used by:
 - CDC
 - HRSA's Public Health Training Centers
 - TRAIN affiliates
 - Healthy People 2020
 - Public Health Accreditation Board
 - Others.....

Uses of the Core Competencies

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

Brief History of the Core Competencies

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

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

- June 2014: 2nd revision adopted
 - Addresses new concepts – accreditation and health reform
 - Clarifies and simplifies many competencies

2014 Core Competencies for Public Health Professionals

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

Core Competencies Review and Revision Process

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

Feedback Received – Over 1,000 Comments

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

Clarify and Simplify

- **2010:** Applies communication and group dynamic strategies (e.g., principled negotiation, conflict resolution, active listening, risk communication) in interactions with individuals and groups (3B6)
- **2014:** Facilitates communication among individuals, groups, and organizations (3B7)

Add More Examples

- **2010:** Negotiates for the use of community assets and resources (5B8)
- **2014:** Explains the ways assets and resources (e.g., Boys & Girls Clubs, public libraries, hospitals, faith-based organizations, academic institutions, federal grants, fellowship programs) can be used to improve health in a community (5B9)

Reduce Jargon

- **2010:** Incorporates systems thinking into public health practice (8B2)
- **2014:** Explains the ways public health, health care, and other organizations can work together or individually to impact the health of a community (8B3)

Add New Concepts

- **2010:**
- **2014:** Advocates for the role of public health in providing population health services (8B10)
- **2014:** Ensures development of a state/Tribal/community health improvement plan (e.g., describing measurable outcomes, determining needed policy changes, identifying parties responsible for implementation) (2C1)

Expand on Concepts

- **2010:** Develops mechanisms to monitor and evaluate programs for their effectiveness and quality (2B9)
- **2014:** Explains the importance of evaluations for improving policies, programs, and services (2B10)

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

Implements strategies for continuous quality improvement (2B12)

Other Decisions

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

Summary of Resources and Tools to Support Use

➤ Existing:

- [Crosswalk of 2014 and 2010 Core Competencies](#)
- [Self-assessment instruments](#)
- [Job descriptions](#)
- [Workforce development plans](#)
- [Examples of use](#)

➤ Coming Soon:

- Checklist for course providers
- Crosswalk of 2014 Core Competencies and Essential Public Health Services
- FAQs
- Others?

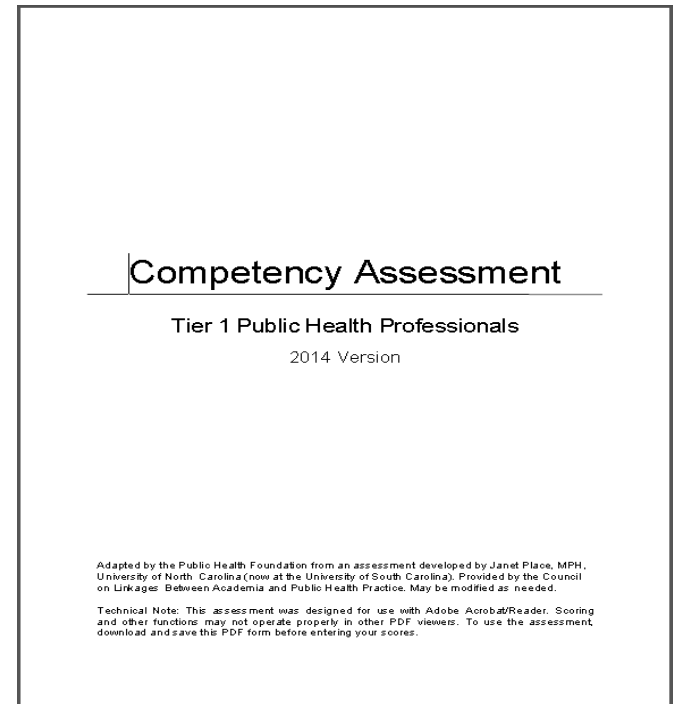
Crosswalk of the 2014 and 2010 Core Competencies

- Illustrates the relationships between individual competencies in the two versions

Analytical/Assessment Skills	
2014	2010
1A1. Describes factors affecting the health of a community (e.g., equity, income, education, environment)	1A2. Describes the characteristics of a population-based health problem (e.g., equity, social determinants, environment)
1A2. Identifies quantitative and qualitative data and information (e.g., vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) that can be used for assessing the health of a community	1A5. Identifies sources of public health data and information
1A3. Applies ethical principles in accessing, collecting, analyzing, using, maintaining, and disseminating data and information	1A8. Adheres to ethical principles in the collection, maintenance, use, and dissemination of data and information
1A4. Uses information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information	1A11. Uses information technology to collect, store, and retrieve data
1A5. Selects valid and reliable data	1A6. Recognizes the integrity and comparability of data

Competency Self-Assessments

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



Competency Self-Assessments: Scoring

Cultural Competency Skills

- | | |
|-------------------|---|
| 1 = None | I am unaware or have very little knowledge of the skill |
| 2 = Aware | I have heard of, but have limited knowledge or ability to apply the skill |
| 3 = Knowledgeable | I am comfortable with my knowledge or ability to apply the skill |
| 4 = Proficient | I am very comfortable, am an expert, or could teach this skill to others |

To what degree are you able to effectively...

1	Describe the concept of diversity as it applies to individuals and populations (e.g., language, culture, values, socioeconomic status, geography, education, race, gender, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, historical experiences)	-	<input type="button" value="v"/>
2	Describe the diversity of individuals and populations in a community	-	<input type="button" value="v"/>
3	Describe the ways diversity may influence policies, programs, services, and the health of a community	-	<input type="button" value="v"/>
4	Recognize the contribution of diverse perspectives in developing, implementing, and evaluating policies, programs, and services that affect the health of a community	-	<input type="button" value="v"/>
5	Address the diversity of individuals and populations when implementing policies, programs, and services that affect the health of a community	-	<input type="button" value="v"/>
6	Describe the effects of policies, programs, and services on different populations in a community	-	<input type="button" value="v"/>
7	Describe the value of a diverse public health workforce	-	<input type="button" value="v"/>
Total Score (Add all scores and enter total here)		0.0	
Average Total (Divide the "Total Score" by 7 and enter the result here and into the corresponding row of the "Your Results" section)		0.0	

Your Results

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

Domain	Average Total
Analytical/Assessment Skills	0.0
Policy Development/Program Planning Skills	0.0
Communication Skills	0.0
Cultural Competency Skills	0.0
Community Dimensions of Practice Skills	0.0
Public Health Sciences Skills	0.0
Financial Planning and Management Skills	0.0
Leadership and Systems Thinking Skills	0.0

Interpreting Your Results

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

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

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

Job Descriptions

- Sample job descriptions that incorporate the Core Competencies as key qualifications

JOB DESCRIPTION HEALTH COMMISSIONER

ROLE OVERVIEW:

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

TASKS ASSOCIATED WITH FUNCTIONS, COMPETENCIES AND SKILLS

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

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

Analytical/Assessment Skills

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

Workforce Development Plans

- Sample workforce development plans that incorporate the Core Competencies



WORKFORCE DEVELOPMENT PLAN

COMPETENCIES & EDUCATION REQUIREMENTS

Core Competencies

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

Mandatory Training

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

Training	Who	Competency Addressed	Frequency
HIPPA (Health Insurance Portability and Accountability Act)	All staff, Interns	Policy development/program planning skills; Communication	Annually

Examples of Core Competencies Use

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

Examples of Core Competencies Use



Public health organizations and professionals are using the Core Competencies for Public Health Professionals (Core Competencies) to better understand, assess, and meet their education, training, and other workforce development needs. To help organizations and individuals use the Core Competencies, the Council on Linkages Between Academia and Public Health Practice (Council on Linkages) collects examples of how the Core Competencies are being

incorporated into workforce development activities. Examples of Core Competencies use are provided below.

The Council on Linkages welcomes examples illustrating use of the Core Competencies in all areas of public health. As you read through these examples, please consider what examples you have that can be shared with the broader community of Core Competencies users. Examples can be sent to competencies@phf.org.

Assessments

- **Workforce Assessment Final Report** – The Montana Public Health and Human Services' Public Health and Safety Division conducted an assessment using a modified version of the Core Competencies to measure the competency of its workforce and determine training and educational priorities for its employees. The findings of this assessment are summarized in this report.
- **Workforce Competency Framework** – The Los Angeles County Department of Public Health (CA) developed a workforce competency framework based on the eight domains of the Core Competencies.
- **Workforce Needs Assessment** – The Livingston County Department of Health (NY) used quality improvement tools to conduct a workforce needs assessment using the Core Competencies' eight domains.
- **Workforce Training Needs Assessment** – The Center for Public Health Practice at The Ohio State University developed a survey to assess workforce training needs of public health professionals at state and local health departments. The effort is summarized in this slide set from the Center.

Discipline-Specific Competencies

- **Competencies for Public Health Informaticians** – The Competencies for Public Health Informaticians are a unique set of competencies for professionals working in public health informatics. Developed by the Centers for Disease Control and Prevention, in partnership with the Association of Schools of Public Health and the University of Washington's Center for Public Health Informatics, these competencies were created within the context of the Core Competencies by adding an additional domain.
- **Core Competencies for Performance Improvement Managers** – Developed by the



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Public Health Practice

Thank You!

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Questions?

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**Council on Linkages Between Academia and
Public Health Practice, Public Health Foundation**

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



Celebrating 80 Years of Public Health Nursing

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Celebrating 80 Years of Public Health Nursing

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