

Delaware Division of Public Health Workforce Development Plan 2014-2017

Updated: 07/28/2016





Update 3: Summary of Changes – July 28, 2016

The following updates have been made to the DPH Workforce Development Plan:

DATE UPDATED	LOCATION	WHAT CHANGED
07/12/2016	Global changes made throughout the document	<ul style="list-style-type: none"> • Updated all links related to the revised Core Competencies for Public Health Professionals • Verified all Inter/Intranet links are active and correct • The “DPH Personal/Development Plan” has been changed to “DPH <i>Personal/Professional Development Plan</i>”
	Table of Contents Page 4	<ul style="list-style-type: none"> • Updated page numbers • Eliminated Goal 1 as it no longer applies • Updated the verbiage of the five goals
	Introduction Page 5	<ul style="list-style-type: none"> • Updated Section information and links
	Goals Activities, & Implementation Plan Section Pages 11 - 23	<ul style="list-style-type: none"> • Eliminated Goal 1 as it no longer applies • Renumbered Goals 1-4 • Updated progress on action items in Goals 1-4
	Training Curricula and Schedule Section Pages 24 - 42	<ul style="list-style-type: none"> • Updated DPH required training classes • Added the Delaware Learning Center as point of registration for OMB, DHSS, and DPH training
	Barriers/Inhibitors Section Pages 43 - 44	<ul style="list-style-type: none"> • Updated statistics in p.1, Impact of an Aging Workforce • Updated Footnote 1 to reflect the link to the most current Workforce Demographics report (2015)



07/12/2016	Tracking Training Section Page 45	<ul style="list-style-type: none">• Deleted all references to the Training Administration System (TAS)• Added reference to the Delaware Learning Center(DLC) for tracking Training
	Workforce Development Resources Section Pages 46 - 48	<ul style="list-style-type: none">• Verified all Inter/Intranet links are active and correct• Deleted the following resources;<ul style="list-style-type: none">✓ Center for Health Professionals✓ Public Health Training Center• Added the following new resources;<ul style="list-style-type: none">✓ Johns Hopkins Bloomberg School of Public Health✓ Springboard✓ University of Pittsburgh. Region III Public Health Training Center
	Personal/Professional Development Plan Attachment 2	<ul style="list-style-type: none">• Verified all Inter/Intranet links are active and correct• The “DPH Professional Development Plan” has been changed to “DPH <i>Personal/ Professional Development Plan</i>”

Please contact Mike Rudis in the Office of Performance Management (302-744-5469) with any questions, comments or suggestions.



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Introduction

Training and development of the workforce is one part of a comprehensive strategy to improve the competence and services delivered by the Delaware Division of Public Health (DPH). Fundamental to this work is identifying gaps in knowledge, skills, and abilities through the assessment of the employee’s individual needs, and addressing those gaps through targeted training and development opportunities.

This document provides a comprehensive workforce development plan for DPH. It also serves to address the documentation requirement for *Accreditation Standard 8.2: Ensure a competent workforce through the assessment of staff competencies, the provision of individual training and professional development, and the provision of a supportive work environment.*

DPH is a state health agency under the Department of Health and Social Services (DHSS). It provides public health services for approximately 917,000 Delaware residents. DPH has a staff of approximately 650 full and part-time, temporary, casual, seasonal, and contract employees. DPH consists of 19 sections and provides a wide variety of services to the citizens of the State of Delaware.

DPH SECTIONS
Animal Welfare
Health Equity
Bureau of Health Planning and Resource Management
Bureau of Infectious Disease Prevention and Control
Community Health Services
Epidemiology, Health Data and Informatics (Three distinct links)
Office of Public Health Nursing
Family Health Systems Management
Health Promotion and Disease Prevention
Health Systems Protection
Medical Marijuana Branch
Northern Health Services
Office of Health and Risk Communication
Office of Performance Management
Emergency Medical Services & Preparedness Section
Oral and Dental Health Services
Public Health Laboratory
Southern Health Services
Support Services



The Workforce Development Plan is communicated and disseminated to all staff members through the state e-mail and Office of Performance Management (OPM) [Training SharePoint](#) site. When the plan is revised or edited, staff will be notified via e-mail and the electronic document will be updated on the OPM Training SharePoint site.

For security reasons, links to documents located on the DPH Training SharePoint site are not available outside of the State of Delaware firewall.

This plan was developed by the Delaware Division of Public Health's Office of Performance Management (OPM) with input from DPH staff. It will be reviewed annually by OPM staff and updates will be made to the plan as needed.

For information regarding the DPH Workforce Development Plan, please contact:

Office of Performance Management

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Competencies

DPH has identified the [Council on Linkages Core Competencies for Public Health Professionals](#) as a guide for workforce development.

For purposes of its Workforce Development Plan, DPH adopted the eight (8) Public Health Core Competencies, from the *Council on Linkages Core Competencies for Public Health Professionals*. DPH will use these as a guide for development of the current and future T1 – T3 DPH employees (see below). The following are the Public Health Core Competencies:

1. [Analytic/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](#)

In addition, the Council on Linkages classifies public health workers in [three tiers](#). These tiers reflect stages of public health career development. In DPH, we added a fourth tier to include employees that provide support for public health work.

Tier 1 {T1} (entry level) apply to public health professionals who carry out the day-to-day tasks of public health organizations and are not in management positions. Responsibilities of these professionals may include data collection and analysis, fieldwork, program planning, outreach, communications, customer service, and program support.

Tier 2 {T2} (management) apply to public health professionals in program management or supervisory roles. Responsibilities of these professionals 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 {T3} (leadership) 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, setting a strategy and vision for the organization, creating a culture of quality within the organization, and working with the community to improve health.

Tier 4 {T4} (non-public health) employees are those with little or no public health background but work in various positions such as administrative, fiscal, and some training positions that supports public health work.



Training Needs

In the summer of 2013, the DPH Office of Performance Management administered a **Division of Public Health Core Competency Workforce Assessment** to all DPH employees. A total of 452 out of 664 DPH employees responded to the survey for a 68.1% response rate.

The original assessment instrument from the *Council on Linkages Between Academia and Public Health Practice* was broken down into three tiers intended to reach DPH employees with a background in public health. In order to capture those DPH employees without a public health background, the OPM added a fourth tier based upon the DPH Training Needs Assessment delivered in 2007. The final section of the assessment included questions regarding general workforce information. These questions were directed to all respondents.

The following is a breakdown of key findings by tier level (1- 4).

Tier 1 Analysis of the data indicates that Tier 1 employees rated themselves in a lower skill level in the following core competencies:

1. Financial Planning and Management Skills
2. Public Health Science Skills

Tier 2 Analysis of the data indicates that Tier 2 employees rated themselves in a lower skill level in the following core competencies:

1. Financial Planning and Management Skills
2. Public Health Science Skills

Tier 3 Analysis of the data indicates that Tier 3 employees rated themselves in a lower skill level in the following core competencies:

1. Public Health Science Skills
2. Cultural Competency Skills

Tier 4 Analysis of the data indicates that Tier 4 employees felt they needed the additional training in the following areas:

1. **Technical Areas:**
 - Distance Learning (DE-TRAIN and other LMS)
 - MS Excel
 - MS PowerPoint



2. Professional Development:

- Public Health's Changing Role
- Career Development
- Process Improvement/Quality Improvement Tools

3. Interpersonal Skills:

- Handling Emotions Under Pressure
- Giving and Receiving Constructive Feedback
- Working in a Multi-Generational Workplace

4. Management/Supervisory Skills:

- Employee's Career Development
- Fiscal Management/Financial Planning
- Making Meetings Work for You

This plan will address training and additional resources that DPH employees can utilize to increase their knowledge, skills, and abilities in the areas listed above.

Please refer to [Appendix 1](#), to read the entire Division of Public Health Core Competency Workforce Assessment Summary.



Goals, Activities, & Implementation Plan

This section provides information regarding training goals and objectives of the Delaware Division of Public Health, as well as resources, roles, and responsibilities related to the implementation of the plan.

For the period from 2014 through 2017, the Division of Public Health has selected five overarching goals as a catalyst for planning workforce development. These goals, activities and implementation are detailed within this document to include objectives, action plans, and time frames for completion.

Goal 1: Increase awareness of the 8-Public Health Core Competencies.

Goal 2: Institute employee career development and job competency planning process.

Goal 3: Provide learning opportunities.

Goal 4: Increase performance management methods awareness and use.



The table below lists positions responsible for the implementation of this plan as well as the associated roles and responsibilities.

Who	Roles and Responsibilities
Section Chiefs	<ul style="list-style-type: none">• Responsible to the Division Director for all employees within their sections.• Supports, coaches, and mentors supervisors and employees to assure that appropriate training resources and support structures are available within the section.
Supervisors	<ul style="list-style-type: none">• Responsible to their Section Chief and employees to ensure that individual and DPH-based training initiatives are implemented.• Works with employees to identify training needs and provides assistance in obtaining training (e.g., time away from work, coaching, career development planning, etc.).
Employees	<ul style="list-style-type: none">• Ultimately responsible for their own learning and development.• Works with supervisor to identify and engage in training and development opportunities that meet their individual as well as DPH-based needs.• Identifies opportunities to apply new learning on the job.



Goal 1: Increase awareness of the 8-Public Health Core Competencies.

Activities	Resources	Responsible Party	Completion Date
Acquire baseline data	2013 DPH Workforce Development Assessment	OPM	Complete! August 2013
Develop a plan with different methods to communicate the Core Competencies to DPH staff (e-mail campaign, flyers, etc.).	Various	- OPM - DPH Supervisors	Complete! January 2015
Provide learning opportunities that will increase DPH employee understanding of the Core Competencies.	- DPH Supervisors - MAPHTC - Public Health Foundation - DE-TRAIN	- OPM - DPH Supervisors	Continuous
Re-administer the DPH Workforce Assessment and compare results from the previous assessment to determine if efforts to fill gaps were successful	DPH Workforce Development Assessment	OPM	Scheduled August 2017

See pages 14 & 15 for a break out on the progress of each of the above activities in red type.



Goal 2: Increase awareness of the 8-Public Health Core Competencies.

Provide opportunities to help DPH employees increase their knowledge of the 8-Public Health Core Competencies as well as indicators for non- public health employees as indicated below.

a. Acquire baseline data.

- 1) Baseline data was obtained from the 2013 Division of Public Health (DPH) Workforce Assessment.

Completed 8/2013

- 2) An analysis of the results of the DPH Workforce Assessment indicates that Tier 1 and 2 employees rated themselves in a lower skill level in the Financial Planning and Management and Public Health Science Skills core competencies. Tier 3 employees rated themselves in a lower skill level in the Public Health Science Skills and Cultural Competency Skills core competencies.

Completed 9/2013

See 2013 [DPH Workforce Development Assessment Summary in Attachment 1](#) of this document.

b. Develop a plan with different methods to communicate the Core Competencies to DPH staff.

- 1) Revise all DPH in-house and DE-TRAIN classes to reflect the appropriate public health core competency, tier level and desired capability for DPH professionals at each tier level. This includes;
 - a) All OPM facilitator/participant guides;
 - ❖ Each DPH training class's participant guide will include a section on core competency, tier level and appropriate capability that will be covered in class.

Completed 2/23/15

- b) PowerPoint presentations;
 - ❖ Each DPH training class PowerPoint presentation will include a slide defining Public Health Core Competencies and participant guide page where participants can read the core competency, tier level and appropriate capability that will be covered during class.

Completed 2/10/15



- c) DE-TRAIN Courses;
 - ❖ All DE-TRAIN Course Details pages will include the core competency, tier level and appropriate capability that will be covered during the course.

Completed 2/23/15

- d) Create stand-alone MS Word documents of 1), upload them to the [OPM Training SharePoint](#) site and link them to training notifications, course schedules and the DPH Workforce Development Plan.

Completed 2/23/15

- 2) Include a statement such as, “Increase your level of understanding of the 8-Public Health Core Competencies by attending DPH training classes related to the topic.” in employees’ performance plans. This will help tie learning activities directly to employee performance management.

Not practical at this point in time.

- 3) Provide learning opportunities (MAPHTC, DE-TRAIN, webinars, Public Health Foundation, etc.) that will increase DPH employee’s understanding of the Core Competencies.

PHF does not provide training on the 8-Core Competencies.

- 4) Use *The Bridge* as a tool to communicate the core competencies to DPH employees. Over the course of two editions, include short, hard-hitting articles highlighting four core competencies in each edition and suggest training classes that fit each competency. These articles will also be sent as standalone e-mails to all DPH employees.

Three articles on the topic were published in the September and November 2014 and January 2015 editions of the Bridge.

- 5) Re-administer the DPH Workforce Assessment in the summer of 2017 and compare results from the previous assessment to determine if efforts to fill gaps were successful.



Goal 2: Institute employee career development and job competency planning process.

Activities	Resources	Responsible Party	Completion Date
Develop and facilitate a process whereby DPH supervisors work with each of his/her employees to develop individual workforce development plans. See Appendix 2 of this document.	DPH Personal/Professional Development Plan	OPM DPH Supervisors	Complete! May 2014

See page 17 for a break out on the progress of each of the above activities in red type.



Goal 2: Institute employee career development and job competency planning process.

Develop and facilitate a process whereby DPH supervisors work with each of his/her direct reports to develop individual workforce development plans.

- a. Partner with employees to develop a Workforce Development Plan.

Completed 4/18/14

- b. Use the DPH Personal/Professional Development Plan located in [Appendix 2](#) and the OPM Training SharePoint site to facilitate this process. The tool kit includes instructions and a form to help with the planning process.

Completed 4/18/14

- c. Use yearly performance plan and the DPH Personal/Professional Development Plan to identify and determine yearly training expectations relevant to job requirements and to meet career development plan goals.



Goal 3: Provide Learning Opportunities

Activities	Resources	Responsible Party	Completion Date
Provide Learning Opportunities schedule to fill knowledge, skills and abilities gaps revealed by the 2013 DPH Workforce Development Assessment.	<ul style="list-style-type: none"> - OPM - DE-TRAIN - MAPHTC - Public Health Foundation - Various web resources (see Resources section) 	OPM	Complete! May 2014
Utilize the talents of DPH subject matter experts to help fill gaps in training needs for employees in Tiers 1-4.	Various DPH subject matter experts	OPM	On Going
Provide resources for DPH employees in areas identified as needing the additional training.	<ul style="list-style-type: none"> - OMB Training Calendar - DHSS Training Calendar - OPM Training Calendar (see Resources section) 	OPM	Complete May 2014

See pages 19 and 20 for a break out on the progress of each of the above activities in red type.



Goal 3: Provide Learning Opportunities

Provide Learning Opportunities to fill knowledge, skills and abilities gaps determined from the Workforce Development Assessment.

The following is an outline of how the OPM will provide Learning Opportunities to fill knowledge, skills and abilities gaps in the above areas.

1. Partner with MAPHTC/Johns Hopkins Bloomberg School of Public Health to provide training opportunities to help to fill gaps in training needs for Tiers 1-3 employees. (2014)

Completed 11/14 & On-going

2. Utilize the talents of DPH subject matter experts to help fill gaps in training needs for employees in Tiers 1-3. (2014 – 2017)
 - a. Identifies DPH subject matter experts (SME) in critical needs areas identified in the [Workforce Assessment](#).

Completed 11/14 & On-going. Mark Letavish, Deborah Clendaniel, Tabatha Offutt-Powell, have provided for or facilitated training in target area.

- b. Partner with the SME to develop short, hard-hitting trainings within the critical needs areas.
 - **Mark Letavish is developing an 8-part series on DPH Fiscal Training;**
 - ✓ **“Indirect Costs Demystified” (03/13/14) Completed - Mark Letavish**
 - ✓ **FSF Reporting Training (05/17/15) Completed - Deborah Clendaniel**
 - **Tabatha Offutt-Powell has provided a training opportunity on Search Strategies for Uncovering PH Literature. (02/24/15) Completed**
- c. OPM will schedule and market and provide registration, training room, and resources needed for the SME to present the trainings.

Completed 03/13/14 & On-going

- d. Record participants' attendance.

Completed 03/13/14 & On-going. All OPM training is documented in the Delaware Learning Center



- e. Research, provide and advertise in house and virtual learning (e-learning, webinars, DE-TRAIN, OMB), etc.) opportunities for all DPH employees (Tiers 1-4) to increase their skills in areas where employees rated themselves in a lower skill level on the 2013 Workforce Development Self-Assessment. (2014 – 2017)

This is done on a continuous basis. Quarterly OPM Schedules are posted on the [Delaware Learning Center](#) Learning Management System. They are also e-mailed to all DPH employees on a monthly basis. Special (outside) training class announcements are e-mailed to all DPH employees as they become available.

- 3. Employees have the ability to use DE-TRAIN to search for training by specific tier level, core competency, and capability (see below).

The screenshot shows the TRN Delaware website interface. At the top, it displays 'Delaware Health and Social Services' and 'Delaware Division of Public Health' on the left, and 'Welcome Mike! | My Account | Logout' on the right. The main header features the 'TRN Delaware' logo and the 'PHF' logo. Below the header, the date 'Thursday, December 19, 2013' is shown. A navigation menu includes 'Home', 'Calendar', 'Competency Assessment', 'Resources', 'Discussions', 'Library', 'Help', and 'Administration'. A search bar is present with the text 'Search by Keyword or Course ID' and a magnifying glass icon, followed by an 'Advanced Search' link.

The 'Search Options' sidebar on the left lists various filters: 'Browse Delaware', 'Browse All', 'By Course ID', 'By Subject', 'By Audience', 'By Competencies and Capabilities', 'By Format', 'By Credit Type', 'By Sponsor/Offerer', 'By Date', 'By Distance', 'By Accreditation', 'By Certificate', 'Keyword Search', 'By Training plan', 'By Language', 'Advanced Search', and 'Saved Search Criteria'.

The main content area is titled 'Course Search' and is divided into two sections: 'Competencies and Capabilities' and 'Public Health Preparedness Capabilities'. The 'Competencies and Capabilities' section is further divided into 'Core Competencies and Capabilities', which includes a tree view for 'Tier One' with the following items:

- Analytic / Assessment Skills
- Policy Development / Program Planning Skills
- Communication Skills (checked)
 - Identifies the health literacy of populations served (checked)
 - Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency (checked)
 - Solicits community-based input from individuals and organizations (checked)
 - Conveys public health information using a variety of approaches (checked)

The 'Public Health Preparedness Capabilities' section includes a list of items:

- Community Preparedness
- Community Recovery
- Emergency Operations Coordination
- Emergency Public Information and Warning
- Fatality Management



Goal 4: Increase Performance Management Methods Awareness and Use

Activities	Resources	Responsible Party	Completion Date
Provide Performance Management training program for DPH managers.	<ul style="list-style-type: none"> - Public Health Foundation Publications - Association of State and Territorial Health Organization - Research other sources 	OPM	Complete! April 2015
Provide a Plan, Do, Check, Act training program for DPH managers.	<ul style="list-style-type: none"> - Public Health Foundation Publications - Research other sources 	OPM	Complete! July 2014
Provide intro level basic performance and quality improvement training.	Existing Training Program <i>Organizational Performance Management, Quality Improvement and You.</i>	OPM	Continuous
Provide just-in-time training for process improvement project teams.	Various	DPH QI Facilitators	Continuous
Recruit and train five additional QI Facilitators to facilitate process improvement projects	<ul style="list-style-type: none"> - DPH Employees - DPH Supervisors - DPH Leadership - DPH Quality Facilitator Team 	OPM	Complete! December 2014

See pages 26 and 27 for a break out on the progress of each of the above activities in red type.



Goal 4: Increase Performance Management Methods Awareness and Use

Promote a Culture of Performance and Quality Improvement within DPH.

a. Performance Management Training for DPH employees.

- 1) Research and provide a *Basic Performance Management* training program based on the [DPH Quality Improvement Program Policy](#) and DPH Performance Management Policy. This training will be aimed at DPH managers and clearly define and lay out the development and use of performance standards, performance measures, progress reporting, and performance and quality improvement methods.

Completed 04/29/2015 and ongoing.

- 2) Research and provide a *Plan-Do-Check-Act (PDCA)* performance improvement method training based on the Quality Improvement Program Policy, for DPH managers by July 2014.

Completed 11/24/2015 and ongoing.

- 3) Continue to promote *Organizational Performance Management, Quality Improvement and You* training for all DPH employees. Train 50% of DPH employees by the close of CY 2014.

As of June 5, 2015, 236/650 (50%) of DPH Employees have completed training in some form of Performance Management and or QI Training.

b. Quality Improvement Facilitators

- 1) Recruit and train five additional QI Facilitators to facilitate process improvement projects by the end of 2014.
 - a) Solicit input from DPH Leadership and current Quality Improvement (QI) Facilitator team members for potential recruits (March 2014).

Completed 10/15/14 (Recruited three)

- b) Obtain buy in from recruits and his/her supervisor to join the team (July 2014).

Completed 10/15/14

- c) Schedule a 3-day QI Facilitator training class using training materials from Public Health Foundation's Quality Facilitator Train-the-Trainer program and enlist the help and experience of current QI Facilitators to help teach the class (December 2014).

Completed 1/21&22, 2015



- d) Partner the new facilitators with experienced team members to build DPH's capacity to increase the number of facilitated process improvement projects in 2015.



Training Curricula and Schedule

There are many resources within the state system as well as other on-line resources that offer opportunities for all DPH employees to increase their knowledge, skills and abilities within the 8-Core Competencies and help them enhance their capacity to perform everyday job tasks and prepare them for the future.

The information provided within this section:

- is not designed to be an all-inclusive list of training opportunities, but a starting point to help DPH employees in planning their professional development.
- prefixed with an (*) indicate training programs directly related to the core competency skills identified as needed from the 2014 DPH Core Competency Assessment.

Two other important sources are listed below to help DPH employees expand their search capacity. The following are links to specific agencies within the State of Delaware that offer training opportunities not listed in this section.

- ❖ [Office of Management and Budget Statewide Training and Development](#) - offers a variety of programs to assist state employees of all levels with individual performance, skill building, and career development. Many of the courses offered in these programs are designed to help employees meet minimum qualifications for advancement. On their web site you will find information on; Online Courses & Resources, Career Enrichment Programs, Computer Training, Continuous Quality Improvement, Human Resource Management, and *Management Development*. They also offer certificate programs in Human Resources, Management Development, and Supervisory Development.
- ❖ [Department Health and Social Services \(DHSS\) Training](#) - DHSS is committed to providing all department employees with the resources necessary to perform their duties to the best of their ability. One way of fulfilling this commitment is through a partnership to identify, design, and deliver quality training programs intended to increase the professional development and expand the horizons of each and every DHSS employee. Their web site features a [course catalog](#) that provides an outline of all training classes offered including a course description, target audience, and goals and objectives for each program. They also offer a [Management Certificate](#), [Support Office Staff Association \(SOSA\) Certificate](#), and [DHSS Leadership Academy](#).



DPH Required Training

Training Class	Description	Target Audience	Competencies Addressed	Schedule	Duration	Mode
Cyber Security	<p>Securing The Human: This is an annual requirement mandated by the Department of Health and Social services. Check with your supervisor for instructions for initially completing this course,</p> <p>Failure to comply will result in loss of your computer privileges.</p> <p>There is no need to notify anyone when you have completed the training, nor is a certificate necessary. The program automatically logs your account as being completed. Should you like a certificate of completion, one is available but is for your records only.</p> <p>Direct questions regarding the training, to the Helpdesk by e-mail at dhsshelppdesk@state.de.us or by phone at 302-255-9150.</p>	Required for all DPH staff	Click Here	With 30 days of hire date: annually thereafter	Self-paced	Delaware Learning Center
DPH New Employee Orientation	This orientation class will provide learners with an overview of the Division and its varied programs, services and key players. Subject area includes; Cultural Competence, General Public Health, Workforce Development, and Computer Skills.	Required for all DPH staff	Click Here	With 30 days of hire date	Self-paced	Delaware Learning Center
DHSS eSTAR Employee Modules (non-clocking in/out)	This curriculum is required for all non 24/7 DHSS employees who will be using the web based option to log into eSTAR. These employees do not use a time clock to clock in and out for work. There are 7 modules that you must take in order.	Required for all DPH staff (Prerequisite to DHSS eSTAR Manager/Auditor Classroom Training, if applicable)	N/A	Within the first week of hire date	Self-paced	Delaware Learning Center
DHSS eSTAR Manager & Auditor Modules	This curriculum is required for all DHSS employees who have a manager or auditor role eSTAR. There are 7 module you will need to complete.	Required for all DPH eSTAR Managers and Auditors (Prerequisite to DPH eSTAR Manager/Auditor Classroom Training)	N/A	Within the first week of hire date	Self-paced	Delaware Learning Center
DPH HIPAA	Delaware Division of Public Health requires all employees to be knowledgeable about HIPAA's Health Information Privacy rules as it relates to their job function. This course ends with a quiz and the results are to be sent to the division HIPAA Coordinator.	Required for all DPH staff	Click Here	With 30 days of hire date	Self-paced	Delaware Learning Center



Training Class	Description	Target Audience	Competencies Addressed	Schedule	Duration	Mode
Intro To Public Health	<p>Many people mistakenly assume public health services are just for some people, perhaps those without health insurance or those with special health issues. But in reality, public health is for all of us. Like the public library, public schools, public utilities, etc., public health has the mission of protecting and improving the health and well-being of all people.</p> <p>This is a basic introductory program intended to give new DPH employees a feel for what public health does. It is not designed to be an all-encompassing in depth review of public health. It is based on the CDC's Public Health 101 PowerPoint program and several other prominent resources. Topic areas include;</p> <ol style="list-style-type: none"> 1. What is Public Health? 2. What does Public Health do? 3. What are the 3-core functions of Public Health? 4. What are the 10 Essential Services and how do they impact the public's health? <p>What are the 8-Core Competencies for Public Health Professionals?</p>	Required for all DPH staff	Click Here	With 30 days of hire date	Self-paced	Delaware Learning Center
10 Principles of Personal Leadership (Day 1)	<p>The 10 Principles of Personal Leadership discussed in this class were developed by Mark Sasscer, founder President and CEO of LeadQuest Consulting, to help you on your journey to becoming an even more effective leader who builds healthy, productive relationships. Personal growth and improvement require devoting time to self-awareness, self-reflection and choice. This means becoming even more aware of your behavior and its impact and reflecting on why you do what you do; that is, the thought habits or beliefs you hold that drive your behavior. Finally, it comes down to choice. The key is to choose behaviors that will serve you and your organization well. At the end of the day, remember that it's about progress, not perfection. It's about continuous personal improvement!</p>	Required for all DPH staff	Click Here	Quarterly See Delaware Learning Center	Full day	Classroom
10 Principles of Personal Leadership (Day 2)	<p>This class is required for all DPH Community Health supervisors, but other DPH employees may take it as an elective. It expands on principles 9 & 10 that were touched upon during Day 1. This day focuses on Principles:</p> <p>9. Provide Timely, Clear and Specific Performance Expectations & Feedback, and;</p> <p>10. Teach, Coach & Mentor - Spend at Least Half of Your Time Developing Others.</p>	Required for supervisors Open to all employees	Click Here	Quarterly See Delaware Learning Center	Full day	Classroom



Training Class	Description	Target Audience	Competencies Addressed	Schedule	Duration	Mode
Health Equity – A Public Health Essential	How healthy we are when we are born, how likely we are to get sick as we age, and how long we can expect to live are all determined to a surprising extent by our place in society. Disparities in health among income, racial, and ethnic groups in the U.S. are significant and, by many measures, expanding. This course serves as a primer for illustrating the root causes that shape health and health disparities. In addition to describing the complex interplay of social conditions associated with health disparities, it also provides a framework for exploring public and community health frameworks for addressing health equity. Course Number: 1041931	Required for all staff	Click Here	Elective	Self-paced	DE-TRAIN
DPH: Journey To Cultural Competence	Each of us is unique not only by our fingerprints but because of our different views, life experiences, and the people we meet along the way. Due to our own culture, perceptions and circumstances, we are each at a different place on the path to cultural competency. Thus, this training class is offered as a means of becoming more aware of the differences in all of us and that our way may not be the only way. Furthermore, this is not re-packaged diversity training, but a class that demonstrates that change is on the way. This experiential training class is filled with plenty of discussion topics and activities in an effort to help us on our journey to becoming more culturally competent to better serve our customers, clients, patients, and co-workers.	Required for all staff	Click Here	Semi-annual See Delaware Learning Center	2.5 hours	Classroom
SHOC 101	What is SHOC? Where do you fit into the SHOC structure? Where do you go during SHOC activation? Does the term “SHOC activation” sound scary? Join us for this introductory course to have all these questions (and more) answered! Course Number 1031312	Required for all staff	Click Here	Check DE-TRAIN for dates	Half day 8:30 am – 12:30 pm	Classroom Register on DE-TRAIN
IS-100 b.	ICS 100 b.: Introduction to the Incident Command System , introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS). Course Number: 1024627	Required for all staff	Click Here	As Required	Self-paced	DE-TRAIN
IS-200 b.	ICS 200: Single Resources and Initial Action Incidents is designed to enable personnel to operate efficiently during an incident or event within the Incident Command System (ICS). ICS-200b provides training on, and resources for, personnel who are likely to assume a supervisory position within the ICS. Course Number: 1024638	Required for supervisors	Click Here	As Required	Self-paced	DE-TRAIN



Training Class	Description	Target Audience	Competencies Addressed	Schedule	Duration	Mode
IS-700 a.	IS-700 a.: Introduction to the National Incident Management System (NIMS): This course introduces and overviews the National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents. Course Number: 1016070	Required for all staff	Click Here	As Required	Self-paced	DE-TRAIN



DPH Elective Training

Training Class	Description	Target Audience	Competencies Addressed	Schedule	Duration	Mode
Courageous “Crucial” Conversations	Courageous “Crucial” Conversation(s) is a more in depth training of Principle #8, (Have Courageous Conversations). A crucial conversation is a discussion between two or more people where stakes are high, opinions vary and emotions run strong. The intent of this class is to provide assistance with the WHEN and HOW to have a crucial conversation using skills, tools and the 10 Principles. The class is based on information taken from the books Crucial Conversations and Crucial Confrontations written by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler and incorporates information from the 10 Principles of Personal Leadership training as well.	All DPH Employees	Click Here	Quarterly Pre-requisite 10 Principles of Personal Leadership (Day 1) See Delaware Learning Center	Full Day	Classroom
Basic Life Support/ First Aid	Basic Life Support (CPR/AED) and Basic First Aid for the Community and Workplace is designed for individuals who may be occupationally required, or just have a desire, to have basic CPR/AED and basic first aid knowledge and skills.	All DPH Employees	Click Here	Quarterly See Delaware Learning Center	Full Day	Classroom
DPH eSTAR Employee/ Manager/ Auditor Training	Employee State Time and Attendance Reporting (eSTAR) training processes for managers and auditors. the training will focus on understanding guidelines and expectation using a combination of lecture and hands-on methodology.	All DPH Employees	N/A	Quarterly See Delaware Learning Center	3-Hours	Classroom
Personal Service	This training program is perfect for anyone who provides customer service (that would be all of us) whether by telephone, face-to-face or e-mail; to internal and/or external customers. This training course will take you to the next level of customer service by providing the necessary skills you need to communicate positively and professionally in the workplace utilizing the 10 Principles of Personal Leadership. Chock full of rich discussion, amusing video examples and plenty of interactive activities, you’re sure to walk away with a whole new perspective of your personal service in dealing with your internal and external customers.	All DPH Employees	Click Here	Quarterly Pre-requisite 10 Principles of Personal Leadership (Day 1) See Delaware Learning Center	Full Day	Classroom
Employee Performance Management Policy Overview	This program is a comprehensive and detailed slide presentation of the entire Employee Performance Management System – policy (#52) and procedures. Subsequently, there are periodic reviews, consisting of five questions after each of the sections: (planning, feedback, review). If you are the type of person who would also benefit from a printed hardcopy of the presentation, the downloadable slides are available on DE-TRAIN. So sit back, relax, and jot notes on the adventure.	Per-requisite to the Employee Performance Management Classroom Training DPH Supervisors	Click Here		Self-paced	Delaware Learning Center



Training Class	Description	Target Audience	Competencies Addressed	Schedule	Duration	Mode
Employee Performance Management	During this training you will apply the fundamentals of employee performance management to writing and delivering a performance plan, performance feedback, and performance review. You will follow the life and times of Don Doit, a fictitious first year employee with the State of Delaware. After writing a performance plan for Don that contains effective principle performance measures and achievable goals, you'll monitor Don's performance through his first six months and provide both informal and formal feedback. Finally, using the documentation you've collected throughout the year, you'll write a meaningful performance review for Don that accurately and fairly compares his job performance to the expectations set forth in his performance plan.	DPH Supervisors	Click Here	Quarterly See Delaware Learning Center	Full day	Classroom
Supervisor Skills Training (SST)	The SST Program is built on the foundation of six leadership principles (effective communication, leading change, influencing followers, conflict resolution, practical coaching, and empowered accountability) that DPH believes are paramount for every supervisor to possess in order to be successful. In addition to being exposed to experienced and successful supervisors, the division, SST will also offer supervisors the opportunity to meet, exchange ideas, and share experiences with their DPH cohorts. Many of these experiences will be public health related, making the program exponentially valuable. The SST will offer opportunities to examine timeless leadership principles via professionally developed case studies. These case studies are taken from learned experts in human leadership. Discussion on how to apply these principles in the DPH work environment will further enrich the SST.	Supervisors	Click Here	Annually 4 full days (1 day every other week x 4 weeks) See Delaware Learning Center	All Day	Classroom
Supervisors Skills Training for Non Supervisors (SST-NS)	The training curriculum is the same as the Supervisor Skills Training that DPH supervisors attend, but has been tailored to meet the needs of aspiring DPH supervisors. The SST-NS will help to kick start the learning process for those folks who anticipate that one day they will be supervisors. The SST-NS will offer opportunities to examine timeless leadership principles via professionally developed case studies. These case studies are taken from learned experts in the human leadership. Discussion on how to apply these principles in the DPH work environment will further enrich the SST-NS.	Non-supervisors	Click Here	Annually 4 full days (1 day every other week x 4 weeks) Delaware Learning Center	All Day	Classroom
Active Living Healthy Eating	A strategic focus of the Delaware Division of Public Health is to improve the health status of Delawareans by increasing healthy behaviors. This course will provide baseline information for all staff on the complex issues related to weight and health behaviors. Participant will be able to identify at least 3 obesity-related illnesses. Identify cultural and environmental changes over the past few decades which contribute to obesity. Identify key behaviors that help achieve or maintain a healthy weight.	All DPH Employees	Click Here	Elective	Self-paced	Delaware Learning Center



Training Class	Description	Target Audience	Competencies Addressed	Schedule	Duration	Mode
Customer Feedback Surveys	<p>The goal of this class is help DPH units, bureaus, sections, etc. to develop and implement a continuous systematic process for obtaining and assessing customer feedback through the use of a survey instrument. Participants will learn how to identify their customers/clients, plan and develop a survey; determine what type of questions to ask, and what to do with the feedback they receive from their customers.</p>	<p>Mangers of units, bureaus, or sections, etc. that have customers/clients that are impacted by their services.</p>	<p>Click Here</p>	<p>By invitation only</p>	<p>Half Day</p>	<p>On site</p>
InsightVision User Training	<p>If you are a current InsightVision user or are a Program Manager, Section Chief or Bureau Chief that is looking for a way to better manage your performance measures, then this class has your name written all over it.</p> <p>During this training, participants will be given login credentials to InsightVision. They will learn to identify and work through the application modules of InsightVision including the; Home Page, Scoreboard, Reports, Strategy Maps, and Scorecard Builder. Participants will also be given an overview of specific records within the application to include; Objectives, Measures, Initiative, and Tasks. Finally, participants will demonstrate how to upload files into InsightVision's File Manager.</p> <p>As a part of this training participants will be given access to InsightVision. Current users need to bring their InsightVision password with them.</p>	<p>Section Chief and/or designees</p>	<p>N/A</p>	<p>By invitation only</p>	<p>3-Hours</p>	



Training Class	Description	Target Audience	Competencies Addressed	Schedule	Duration	Mode
Organizational Performance Management System	<p>Performance management is a systematic process that will help DPH move forward by aligning our mission, goals, and objectives with the actions and results of the various individual employees and programs. Concerning DPH, the ultimate purpose of these efforts is to improve the public's health. By defining results and showing accountability, performance management efforts will also help DPH communicate what we accomplish to policy makers, employees and the public. Topics covered;</p> <ul style="list-style-type: none"> ⚠ What is Organizational Performance Management? ⚠ What is an Organizational Performance Management System? ⚠ Policy Memorandum #63 – Organizational Performance Management System ⚠ Why does DPH need one? ⚠ Who will implement it? ⚠ How will it be implemented? ⚠ Performance Management Framework and its Components. ⚠ Examples of how it is being used. ⚠ Tools To Help You Get Started. <p>Map out an action plan to get started</p>	<p>Managers</p>	<p>Click Here</p>	<p>Quarterly See OPM Delaware Learning Center</p>	<p>2.5 hours</p>	<p>Classroom</p>
Plan, Do, Check, Act (PDCA)	<p>The QI Tutorial introduces basic QI concepts and walks through a Plan-Do-Check-Act (PDCA) problem-solving model using a real-world case example. The learning objectives of the QI Tutorial are to identify QI tools in PHF's online resource centers and list the main problem solving steps of PDCA cycle. Course Number: 1030628</p>	<p>All DPH Employees</p>	<p>Click Here</p>	<p>As required</p>	<p>Self-paced</p>	<p>DE-TRAIN</p>



Training Class	Description	Target Audience	Competencies Addressed	Schedule	Duration	Mode
Foundations of Public Health	<p>This is a basic introductory certificate that provides foundational knowledge for public health workers with limited formal education or training in public health. The certificate is sponsored by the Empire State Public Health Training Center in partnership with the University at Albany School of Public Health.</p> <p>Course Duration: The certificate includes 11 self-paced, online courses and takes approximately 12-15 hours to complete. Individual courses provide continuing education credit for nurses, physicians and certified health education specialists. There is no time limit to complete the certificate, but participants are strongly encouraged to complete all online coursework 6 months post-registration. Course Number: 1046498</p>	All DPH Employees	Click Here	Elective	Self-paced	DE-TRAIN
Quality Improvement Basic Training	<p>This program was developed by the Oklahoma Division of Public health and is being shared with the Delaware DPH employees.</p> <p>Participants will be trained on Quality Improvement (QI) methods and tools, while simultaneously following an interactive storyline and exercises using these tools and methods throughout the session. As a special part of this training, these interactive exercises will also allow the user to download templates of specific QI tools for their use.</p> <p>Upon completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss Quality Improvement as it relates to public health ▪ Describe each step of the Plan-Do-Check-Act cycle ▪ Explain Rapid Cycle Plan-Do-Check-Act ▪ Identify the basic tools used in Quality Improvement <p>Course number: 1035269</p>	All DPH Employees	Click Here	Elective	Self-paced	OK-TRAIN
Health In All Policies (HiAP)	<p>HiAP is an emerging practice in the United States and the local community has an opportunity to take a lead in shaping HiAP in the United States. The Division of Public Health will need to blaze a new trail to fit with what actually works in Delaware.</p> <p>Agencies or organizations with non-health missions whose activities affect health (e.g., policing, building codes, planning, taxation, etc.) are important stakeholders. HiAP is a form of “joined-up governance,” where different agencies work collaboratively – rather than in silos – to address problems that are far too complex for one agency or sector to address. The social and physical determinants of health are one such complex problem that requires a collaborative approach. However, there may be other non-health problems (e.g. homelessness or unemployment) that could also use a joined-up approach like HiAP.</p> <p>This program serves as a starting point to begin integrating considerations of health, well-being, and equity during the development, implementation, and evaluation of legislation, policies and services in Delaware.</p> <p>Course number: 1056864</p>	All DPH Employees	Click Here	Elective	Self-paced	DE-TRAIN



Training Class	Description	Target Audience	Competencies Addressed	Schedule	Duration	Mode
*Indirect Costs Demystified	<p>Participants will learn:</p> <ul style="list-style-type: none"> • How the Indirect Cost Rates are determined. • How the money is collected, distributed and used. <p>How the new FY rates will be implemented in DPH. Taught by a member of the DPH Fiscal Unit.</p>	DPH Leadership, Grant Managers, Management Analysts and anyone that wants to learn more about the topic.	Financial Planning and Management Skills	<p>Bi-annually Elective</p> <p>See Delaware Learning Center</p>	2-Hours	Classroom
*FSF Reporting	<p>Upon completion of this training , participants will know...</p> <ul style="list-style-type: none"> • Why are there different ways to retrieve reports? • What are the differences between the ways to access reports? • What are the methods used to retrieve and view the different reports • Who may view these reports • How can a user navigate to these reports? <p>Taught by a member of the DPH Fiscal Unit.</p>	DPH Employees that produce FSF reports.	Financial Planning and Management Skills	Elective	3-Hours	Classroom
National Network of the Libraries of Medicine (NN/LM)	<p>The mission of the National Network of Libraries of Medicine (NN/LM) is "to advance the progress of medicine and improve the public health by: 1) providing all U.S. health professionals with equal access to biomedical information; and 2) improving the public's access to information to enable them to make informed decisions about their health." The National Library of Medicine (NLM) Training Center (NTC) supports the mission of NN/LM.</p> <p>The NN/LM offers periodic on-line professional development programs including; seminars, audio and web-based programs, and virtual training for every level of the workforce.</p>	All DPH Employees	Varies by Topic	Elective	Varies by Topic	<p>Varies by Topic Visit NN/LM website for a complete up to date list of trainings offered</p>



Johns Hopkins Bloomberg School of Public Health/Mid-Atlantic Public Health Training Center (MAPHTC) Training Programs

Training Class	Description & Course Objectives	Target Audience	Competencies Addressed	Schedule	Duration	Mode
Mid-Atlantic Public Health Training Center (MAPHTC) Grand Rounds	<p>Public Health Practice Grand Rounds (A Webcast Training Series)</p> <ul style="list-style-type: none"> MAPHTC has collaborated with the Maryland Department of Health and Mental Hygiene to develop a Public Health Practice Grand Rounds, a monthly webcast lecture series for the state and Mid-Atlantic region. In this “grand rounds” format, the monthly topic is discussed from differing perspectives of two public health professionals from the practice or academic communities; lectures last 1 and 1/2 hours. 	All DPH Employees	Varies by Topic	Elective	Self-paced	MAPHTC Grand Rounds Website
Achieving Outcomes Through Best Process Program Design and Evaluation	<p>This course will help those designing and evaluating programs learn how to achieve their desired programmatic goals.</p> <p>In this session, training participants will learn:</p> <ul style="list-style-type: none"> The importance of strategic program planning To apply a 10-step best process model to guide program development from problem assessment through planning for sustainability, and Why the integration of evaluation throughout the program’s lifespan improves program implementation and outcomes 	Public Health Professionals	Policy Development/ Program Planning Skills	As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center	5.5 hours	Classroom
Advanced Advocacy: A Skill-Building Workshop for World Changers	<p>This two-day training has been designed for public health professionals, physicians, nurses, social workers, and others who want to take a more active role in “changing the world.” You will get hands-on practice using the tools available to advocates to strategically advance a policy issue.</p> <p>You will learn how to:</p> <ul style="list-style-type: none"> Select from among policy alternatives Frame policy-change for maximum effectiveness Get media coverage for your issue Work with the media to effectively communicate your message Build strong and effective coalitions Strategically plan for success, and Educate, lobby, and build relationships with lawmakers to advance your goals <p>This is not the workshop for those content with the status-quo. If you decide to come, be prepared to work!</p>	Public Health Professionals, Physicians, Nurses, Social Workers, and others who want to take a more active role in “changing the world.”	Communication Skills	As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center	8 hours	Classroom



Training Class	Description & Course Objectives	Target Audience	Competencies Addressed	Schedule	Duration	Mode
<p>Community Assessment and Formative Evaluation</p>	<p>This training is focused on developing and strengthening the skills needed to conduct community assessment and formative evaluation activities. Partnerships and relationships are fundamental to the process and critical in the formative stages of developing effective programs to address community needs. Comprehensive assessments also identify and build on a community's strengths.</p> <p>Training Objectives:</p> <ul style="list-style-type: none"> • Describe the community assessment process • Identify types of data that can be used to assess the needs and assets of a community • Discuss the quantitative and qualitative methods of assessment • Analyze findings to determine community needs and assets • Introduce the role of formative evaluation in clarifying or refining information from the assessment 	<p>Public Health Professionals</p>	<p>Community Dimensions of Practice Skills</p>	<p>As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center</p>	<p>6 hours</p>	<p>Classroom</p>
<p>*Cultural Competency: An Introduction</p>	<p>This course provides an introduction to cultural competency topics, and an opportunity to discuss participants' respective cultural-related questions and situations.</p> <p>Learning Objectives - At the end of the training, participants will be able to:</p> <ul style="list-style-type: none"> • Explain why cultural competency matters in health care and social service encounters • Discuss how one's own cultural orientation can impact interactions with culturally diverse individuals • Identify strategies to enhance communication with diverse populations 	<ul style="list-style-type: none"> • Professionals who provide direct health-related or social services to multicultural populations. • Staff of agencies/organizations that provide health care or social services to multicultural populations. • Individuals with limited previous experience participating in cultural competency trainings. • Individuals with interest in improving their ability to work with culturally diverse populations. 	<p>Cultural Competency Skills</p>	<p>As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center</p>	<p>5.5 hours</p>	<p>Classroom</p>



Training Class	Description & Course Objectives	Target Audience	Competencies Addressed	Schedule	Duration	Mode
<p>*Cultural Competency for Managers</p>	<p>This course builds on the concepts taught in the introduction to cultural competency course, providing specific strategies to improve cultural competency for managerial-level staff to implement in their organizations.</p> <p>At the end of the training, participants will be able to:</p> <ul style="list-style-type: none"> • Explain why cultural competency matters in health care and social service encounters • Describe how cultural competency can affect working environment and relationships between coworkers • Discuss how one’s own cultural orientation can impact interactions with culturally diverse individuals • Identify strategies to assess and improve cultural competency within an organization 	<ul style="list-style-type: none"> • Managers/supervisors of agencies/organizations which provide health care or social services to multicultural populations. • Prior experience with cultural competency is helpful, but not necessary. 	<p>Cultural Competency Skills</p>	<p>As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center</p>	<p>5.5 hours</p>	<p>Classroom</p>
<p>*Cultural Competency: Train the Trainers</p>	<p>This course builds on the concepts taught in the introduction to cultural competency course, providing methods and tools for participants to use to train others in introductory cultural competency concepts.</p> <p>Participants Will:</p> <ul style="list-style-type: none"> • Review the exercises in Introduction to Cultural Competency • Discuss and practice skills related to facilitating these cultural competency exercises • Discuss the common pitfalls and challenges that may occur while facilitating, and • Receive the facilitator handouts used in covered cultural competency exercises 	<ul style="list-style-type: none"> • Staff of agencies/ organizations that provide health care or social services to multicultural populations. • Individuals interested in providing cultural competency trainings within their agencies/organizations. • Individuals with interest in improving their agencies/organizations ability to work with culturally diverse populations. 	<p>Cultural Competency Skills</p>	<p>As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center</p>	<p>5.5 hours</p>	<p>Classroom</p>



Training Class	Description & Course Objectives	Target Audience	Competencies Addressed	Schedule	Duration	Mode
<p>Developing Health Education Materials</p>	<p>This training will engage participants in hands-on learning related to the development of effective health education materials. Participants will review key concepts related to adult learning, health literacy, and culture. Participants will learn how to assess and improve the readability and suitability of health education materials. They will address the process of pretesting health education materials. The training is targeted to individuals who develop their own as well as use already-existing materials. Participants are encouraged to bring their own materials but there will also be samples of existing materials.</p> <p>Training Objectives:</p> <ul style="list-style-type: none"> • Describe linkage between adult learning, health literacy, culture, and effective health education materials • Conduct readability and suitability assessments of written health education materials • Identify at least two strategies to improve quality of health education materials • Describe methods for pretesting health education materials • List resources for health education materials 	<p>Individuals who develop their own as well as use already-existing materials.</p>	<p>Communication Skills</p>	<p>As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center</p>	<p>5.5 hours</p>	<p>Classroom</p>
<p>Effective Writing</p>	<p>Participants will find out how to unclog writer’s block and start writing immediately with confidence and know-how. They will discover how to express personality and style in their writing, how to tap into their natural creativity, and how to present messages in ways that will achieve positive results. They will pick up techniques for breaking big ideas into smaller, more manageable ones and for writing precisely and accurately to avoid dangerous misunderstandings or mixed messages.</p> <p>Participants will learn to:</p> <ul style="list-style-type: none"> • Break through the “blank page panic” • Use clustering to create and record ideas faster and more easily • Organize their thoughts before writing a single word • Make documents more appealing and “reader friendly” • Purge wordiness, jargon, and clichés that can muddle the message • Build goodwill and cooperation by using a courteous tone • Write e-mail messages that draw attention and get action • Apply time-tested proofreading methods for producing mistake-free documents 	<p>Public Health Professionals</p>	<p>Communication Skills</p>	<p>As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center</p>	<p>5.5 hours</p>	<p>Classroom</p>



Training Class	Description & Course Objectives	Target Audience	Competencies Addressed	Schedule	Duration	Mode
<p>Engaging Audiences and Stakeholders: Using Data and Strategic Partnerships</p>	<p>Participants will gain new knowledge and skills in using data and strategic partnerships to engage audiences and stakeholders for public health action.</p> <p>Topics will include:</p> <ul style="list-style-type: none"> • Why partner? • What defines a strategic partnership? • The eight-step coalition model (from initiation through evaluation) • Managing partnership resources effectively • Data quality and relevance • Presenting data effectively • Framing data for different audiences • An overview of Social Math 	<p>Public Health Professionals</p>	<p>Community Dimensions of Practice Skills</p>	<p>As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center</p>	<p>5.5 hours</p>	<p>Classroom</p>
<p>Investigating Environmental Public Health Complaints: Trespass, Confidentiality, and the Law</p>	<p>This course, designed for Environmental Health Specialists/Sanitarians, focuses on legal aspects of investigating environmental public health complaints.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Legal Context of Environmental Health Regulation • Collecting Usable Evidence • Understanding the Right of Entry • Maintaining a Good Administrative Record 	<p>Environmental Health Specialists/Sanitarians</p>	<p>Communication Skills</p>	<p>As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center</p>	<p>6 hours</p>	<p>Classroom</p>
<p>Logic Modeling</p>	<p>This training focuses on developing the logical thinking skills necessary to create effective logic models.</p> <p>Specific content includes:</p> <ul style="list-style-type: none"> • The logic model development process: where and how to begin • Understanding the relationship between risk factors and possible intervention strategies • Using logical thinking to guide resource and program partner decisions • Considering the rationale for including specific program components, and • Using staged outcomes to enhance the logic model and its value in evaluation 	<p>Public Health Professionals</p>	<p>Policy Development/ Program Planning Skills</p>	<p>As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center</p>	<p>6 hours</p>	<p>Classroom</p>



Training Class	Description & Course Objectives	Target Audience	Competencies Addressed	Schedule	Duration	Mode
Managing Multiple Priorities and Projects	<p>Participants will be introduced to proven techniques, guidelines, and strategies for staying on top of competing priorities and conflicting projects. The end result will be accomplishing more with better results and less stress.</p> <p>Participants will learn to:</p> <ul style="list-style-type: none"> Plan with a mission, separate important activities from the merely urgent, complete the tasks that must get done, and get organized faster Protect priorities from unnecessary interruptions, manage meetings better, control and organize paperwork and e-mails, and overcome procrastination Gain confidence in decision making, set limits by delegating and saying no, and commit to bringing more balance into their lives 	Public Health Professionals	Policy Development/ Program Planning Skills	<p>Scheduled 11/3/15 9:00 AM – 3:30 PM</p> <p>Facilitator: Daniel J. Barnett, MD</p>	5.5 hours	Classroom
Practical Grant Writing	<p>This training introduces participants to the essentials of grant writing, and is focused on practical skill-building. After an overview of the entire process, specific attention is paid to the following key areas:</p> <ul style="list-style-type: none"> Analyzing the RFA (request for applications) Understanding and describing the “what, why and how” of your program Writing S.M.A.R.T. (specific, measurable, achievable, realistic, time-framed) objectives Integrating evaluation into the proposed work plan, and Preparing the executive summary 	Public Health Professionals	Policy Development/ Program Planning Skills	As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center	5.5 hours	Classroom
Problem Solving in Public Health	<p>Learn how to address public health problems with a systematic approach, including:</p> <ul style="list-style-type: none"> How to frame the problem Identifying appropriate public health indicators Choosing key determinants Analyzing and choosing the best intervention Basics of implementation and evaluation <p>Participants will have an opportunity to apply this problem-solving model to public health problems that they confront in their day-to-day practice.</p>	Public Health Professionals	Analytic/ Assessment Skills	As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center	5 hours	Classroom



Training Class	Description & Course Objectives	Target Audience	Competencies Addressed	Schedule	Duration	Mode
Risk Communication	<p>This training will provide participants with practical applied knowledge and skills about how to communicate risk to stakeholders in both non-emergent and crisis contexts.</p> <p>After this training, participants will be able to:</p> <ul style="list-style-type: none"> • Define risk communication and its dual relevance to public health practice activities in both routine and emergent settings • Describe the practical importance of risk perception, trust determination, mental noise and negative dominance in communicating risk effectively to concerned stakeholders • Recognize critical distinctions between effective and ineffective risk communication practices • Apply risk communication principles to yield effective risk messaging efforts 	Public Health Professionals	Communication Skills	As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center	5.5 hours	Classroom
Teambuilding: How to Get People to Work Together	<p>This program emphasizes how to build team members from group members and achieve excellence by working together.</p> <p>Specific content includes:</p> <ul style="list-style-type: none"> • Important differences between a team and a work group—and the reasons a team gets better results • Social style strategies for strengthening team communication • Drawing team conflict out into the open — and dealing with it honestly and productively • How the power of collaboration can break deadlocks peacefully and productively • Importance of trust and clear goals in building and maintaining strong teams • How to motivate a team and keep it growing 	Public Health Professionals	Communication Skills	As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center	5.5 hours	Classroom
Critical Thinking for Logic Modeling and Grant Writing	<p>This practical skill-building training focuses on developing the critical and logical thinking skills necessary to develop effective logic models and grant applications. Key areas covered include:</p> <ul style="list-style-type: none"> • Applying a 10-step best process model to guide program development from problem assessment through planning for sustainability • Developing a logic model: where and how to begin • Understanding the relationship between risk factors and possible intervention strategies • Using logical thinking to guide resource and program/partner decisions • Considering the rationale for including specific program components • Using staged outcomes to enhance the logic model and its value in evaluation • Analyzing a Request for Applications (RFA) or Request for Proposals (RFP) • Understanding and describing the “what, why and how” of your program • Writing S.M.A.R.T. (specific, measurable, achievable, relevant, time-framed) objectives • Integrating evaluation throughout the proposed work plan • Preparing the executive summary for the proposal 	Public Health Professionals	Analytic /Assessment Skills & Leadership and Systems Thinking Skills	Scheduled 10/27/15 & 10/27/15 9:00 AM – 3:30 PM Carolyn Cumpsty-Fowler, PhD, MPH		



Training Class	Description & Course Objectives	Target Audience	Competencies Addressed	Schedule	Duration	Mode
Writing Skills for the Record: Documenting a nuisance complaint investigation in good English	<p>This course, developed for Environmental Health Specialists/Sanitararians, is focused on improving the writing of nuisance complaints.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Writing effective Nuisance Complaint Investigation documents • Including inspection reports, memos and routine correspondence • Reviewing basic rules of good grammar including sentence structure, paragraphs • Developing sensitivity to “tone” by identifying audience and communication goal <p>Writing in “jargon free,” plain English</p>	Environmental Health Specialists/Sanitararians	Communication Skills	As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center	6 hours	Classroom
Using Social Marketing Principles to Influence Decision Makers	<p>To achieve community-level change, we need to understand how to influence key decision-makers who impact social or physical environmental conditions that affect the health of the community. This training will cover twenty-first century social marketing strategies that help us understand how to analyze our decision-making audience and develop strategies that will have them “buy” our recommendations and the need for change. This is not social media training; the focus is on content and message development.</p> <p>Topics to be included in this training:</p> <ul style="list-style-type: none"> • Defining the problem for the intended audience • Framing data appropriately • Ten strategic questions to ask in a social marketing campaign • The social marketing cycle, including the eight-component product mix • The critical importance of careful evaluation throughout the process 	Public Health Professionals	Communication Skills	As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center	5.5 hours	Classroom
Working with Interpreters	<p>This training will engage participants in interactive discussions and activities related to working with interpreters in healthcare and social service settings. The day will begin with an overview of the language diversity in the US and Mid-Atlantic region. In addition, we will review some common language barriers that occur in health care and social service settings. Other hands-on activities, such as discussions using case studies, will offer additional opportunities to identify barriers and strategies to working with interpreters in real-life situations.</p> <p>By the end of the training, participants will be able to:</p> <ul style="list-style-type: none"> • Summarize trends in the US and Mid-Atlantic region regarding linguistically-diverse populations • Describe language barriers that may occur in healthcare and social service settings • Identify at least three steps to working with interpreters • List resources for interpreter-related issues 	Medical professionals who work with populations that speak languages other than English	Communication Skills	As scheduled through the Johns Hopkins/ Mid-Atlantic Public Health Training Center	5 hours	Classroom



Barriers/Inhibitors

This section addresses the barriers/inhibitors to the achievement of closing gaps in public health core competencies for DPH employees and future needs in capacity and capabilities, and strategies of the division.

1. Impact of an Aging Workforce:

The average age of State of Delaware employee is 46 years old and the average length of service is 12 years, 4 months. Over half (57%) of the workforce is between ages 40-59, 20% being 30-39 years, 12% being 60 years and over, and the remaining 11% of the workforce making up the 17-29 year old employees¹.

DPH has provided the following approaches to help combat the impact of an aging workforce. They are:

- a. **Public Health Associate Program (PHAP)** – DPH is an active participant in this program. The PHAP is a competitive, two-year, paid Centers for Disease Control and Prevention (CDC) fellowship. Each PHAP associate is assigned to a state, tribal, local, or territorial public health agency and works alongside public health professionals. After completing the program, PHAP graduates will be qualified for future jobs with government public health agencies and will be uniquely prepared to pursue an advanced degree in public health.
- b. **DPH Internship Program** – DPH has active internship programs within the Delaware Public Health Laboratory and Health Promotion and Disease Prevention sections. WIC has Memorandums of Understanding (MOU's) with the University of Delaware and University of Maryland Eastern Shore to preceptor their dietetic interns. The University of Delaware internship has a specific focus on Public Health. DPH's nursing department has also established written MOU's for clinical opportunities with all Nursing Programs from colleges and universities in the state as well as some in surrounding states. This includes: University of Delaware, Delaware State University, DelTech, Wilmington University, Wesley, Beebe, Neumann, Drexel, Arcadia, and Salisbury University. Finally, DPH staff are also working with the University of

¹ [State of Delaware Workforce Demographics for Fiscal Year 2015](#)



- Delaware's Director of Nursing to set up a program to get students interested in public health and to open internships in DPH.
2. Delaware has no local college or university with a Masters of Public Health program. DPH has provided the following approaches to help cope with the impact of not having the advantage of collaborating with a local college or university with a Masters of Public Health program. They are:
 - a. **Mid-Atlantic Public Health Training Center (MAPHTC)** - The Division of Public Health has an active Letter of Agreement with the Johns Hopkins Bloomberg School of Public Health's MAPHTC. The MAPHTC is funded by the U.S. Health Resources Services Administration (HRSA) to develop the public health workforce in the Mid-Atlantic region as a foundation for improving the infrastructure of the public health system and achieving the objectives of Healthy People 2020. Working together, DPH and the MAPHTC identify training needs of the public health workforce in Delaware. DPH also supports trainings by publicizing them, providing resources such as training space and administration, evaluation and recordkeeping. The DPH and the MAPHTC have also agreed to collaborate whenever feasible to enhance resources and coordinate efforts which serve the region and broader national training endeavors.
 - b. **Delaware TrainingFinder Real-Time Affiliate Integrated Network (DE-TRAIN)** – A service of the Public Health Foundation, DE-TRAIN is another way DPH fills this gap. DE-TRAIN is an evolving learning management network that provides access to high quality education and training in multiple formats. It has a centralized, searchable database of courses relevant to public health. Through this resource, DPH employees have access to a comprehensive catalog of distance learning programs for public health professionals that are directly related to the eight public health core competencies.

The Delaware Division of Public Health will continue to actively pursue opportunities that will help to alleviate the barriers/inhibitors of closing training gaps and future needs in capacity, capabilities and strategies.



Tracking Training

The personal and professional development of our employees is a top priority in the Division of Public Health. Employees may attend training in different formats: in class, webinar, on-line training, in a single session or in several sessions and can earn CEU's (Continuing Education Units) CNE's (Continuing Nursing Education), Certified Health Education Specialist (CHES), etc. DPH uses several methods of tracking training attendance for DHSS and DPH training as well as on-line training programs.

- ❖ For DHSS training, DPH uses the Delaware Learning Center's (DLC) Learning Management System. The system provides automated and manual tracking of each DPH employees' participation in: State-wide Training and Development, DHSS internal training, conferences/workshops, tuition-based courses, off-site conferences, training, and travel. DPH employees can obtain a copy of individual transcripts through the DLC.
- ❖ DPH uses the Public Health Foundation's TrainingFinder Real-Time Affiliate Integrated Network (TRAIN) Learning Management Network. [DE-TRAIN](#) is a centralized, searchable database of courses relevant to public health, safety, and emergency preparedness. It has a comprehensive catalog of distance learning for public health professionals, containing over 28,000 course listings from over 4,000 providers of training. Through DE-TRAIN, DPH employees have access to courses from nationally recognized course providers, and courses are offered in the forms of web-based learning, on-site learning, webinars/webcasts, and more. Learners can browse this course catalog or perform a search by keyword, subject area, course provider, and competency, among others. DE-TRAIN has the capability to document and track employee training as well as create training plans and produce individual employee transcripts. DPH employees can obtain a copy of individual transcripts by logging into [DE-TRAIN](#), clicking on *My Learning* and selecting *TRAIN Transcripts*.



Workforce Development Resources

RESOURCE	DESCRIPTION
Association of State and Territorial Health Officials (ASTHO)	Offers conferences, health commissioner, and leader training.
Centers for Disease Control and Prevention (CDC)	Online programs and toolkits for public health issues; links to domestic and international public health agency training programs.
Coursera	Coursera is an education company that partners with the top universities and organizations in the world to offer courses online for anyone to take, for free. Our technology enables our partners to teach millions of students rather than hundreds.
Delaware Department of Health and Social Services (DHSS) Training	DHSS offers a wide variety of soft skills and technical training in Microsoft Office 2010 programs.
Delaware Statewide Training and Development	Through the Delaware Learning Center Statewide Training and Development offers a variety of training and development programs to assist state employees of all levels with individual performance, skill building, and career development. Many of the courses offered in these programs are designed to help employees meet minimum qualifications for advancement. Training includes On-line Courses & Resources, Career Enrichment Program (CEP), Computer Training (Comp), Continuous Quality Improvement (MDI and CEP), Executive Training Program (ETP), Human Resource Management (HRM), and <i>Management Development Institute (MDI)</i> .
DPH Office of Performance Management (OPM)	OPM offers training programs in the areas of New Employee Orientation, HIPAA, Employee and Organizational Performance Management, Quality Improvement, Cultural Change, Supervisor Skills, training for up and coming supervisors, Professional Development, Customer Feedback, CPR/AED and Basic First Aid, as well as other topics.
Empire State Public Health Training Center (PHTC)	The Empire State PHTC is one of 33 Public Health Training Centers across the nation funded by the Health Resources and Services Administration (HRSA) to provide fundamental training to the public health workforce.
Delaware TrainingFinder Real-time Affiliate Integrated Network (DE-TRAIN)	Public health-related continuing education opportunities offered by affiliates from across the country, including Delaware.
Federal Emergency Management Agency (FEMA)	Provides training opportunities to prepare professionals and non-professionals to address the many forms of domestic emergencies.



RESOURCE	DESCRIPTION
Heartland Center Learning Management System	The Heartland Centers' Learning Management System (LMS) is a computer-based, online tool that offers a comprehensive approach to public health education and training. The LMS can be utilized to expand one's knowledge base and strengthen the skills and abilities that are necessary in the dynamic field of public health.
Johns Hopkins Bloomberg School of Public Health (JHSPH)	JHSPH offers free on-line courses from the web sites listed below? Many of these courses fulfill the Public Health Core Competency #6, Public Health Science Skills. This area was identified as a needed skill area from the 2013 DPH Workforce Assessment. Check out the course offerings and treat yourself to some free training by the world's foremost institution of public health education and research. Check out these links for free Training Opportunities: Coursera: https://www.coursera.org/jhu JHSPH OpenCourseWare (OCW): http://ocw.jhsph.edu/ iTunes U: https://itunes.apple.com/us/course/the-history-of-public-health/id535929070
Mid-Atlantic Public Health Training Center	The Mid-Atlantic Public Health Training Center (MAPHTC) provides training and continuing education opportunities to reinforce and enhance the expertise of the existing public health workforce in Maryland, Delaware, and Washington, DC.
National Association of County and City Health Officials (NACCHO)	Offers a variety of workshops and trainings, supports leadership development and core competency efforts, and engages in national policy discussions to address pressing public health workforce issues.
NACCHO University	NACCHO University has many courses to help LHD staff develop knowledge and competencies. Users may design their own learning and take intriguing or challenging courses to advance their careers. To begin, click on one of the Media Library options on the left-hand side of this page, browse, and select a course. Sign-in or create a profile to access a course.
Public Health Foundation	Array of services, resources, and programs that public health practitioners and academics can use to strengthen the workforce.
Society for Public Health Education (SOPHE)	SOPHE - including its chapters, is a designated multiple event provider of CE by the National Commission for Health Education Credentialing.
South Central Public Health Partnership	This site offers free on-line courses developed by the South Central Public Health Partnership (SCPHP) on public health topics such as environmental health, emergency preparedness, risk communications, maternal and child health, cultural competency, and leadership skills.
US Office of Personnel Management	Guide to Strategic Planning Training and Measuring Results to support agencies in establishing a training and workforce development plan.
Public Health Learning	A free , public-accessible learning management system (LMS), where you can assess yourself on key professional competencies (core public health, leadership, emergency preparedness, and others), and find appropriate training opportunities offered by Illinois Public Health Preparedness Center (IPHPC), Mid-America Public Health Training Center (MAPHTC), and outside partner organizations.



RESOURCE	DESCRIPTION
Partners in Information Access for the Public Health Workforce	<p>Partners in Information Access for the Public Health Workforce is a collaboration of U.S. government agencies, public health organizations, and health sciences libraries which provides timely, convenient access to selected public health resources on the Internet.</p>
National Environmental Health Association	<p>This site is available for the purpose of providing Environmental Health Professionals worldwide with access to valuable information from experts in the field. Most programs are free of charge.</p>
Maternal Child Health Navigator	<p>The MCH Navigator project was launched by the Maternal and Child Health Bureau (MCHB) to address the professional development needs of the field. The MCH Navigator is a centralized portal for pursuing continuous learning in maternal and child health and is designed to help emerging and established MCH professionals map professional growth pathways. The MCH Navigator seeks to enhance access to currently available public health MCH learning resources by “matching” learner needs with learning paths.</p>
Springboard	<p>Founded in 2013, their goal was to create tools to enable lifelong learners to build new skills and advance your careers in data science. The started by organizing existing online courseware through search and curated learning paths. Their mission - to make high-quality education accessible to everyone in the world.</p> <p>They believe that each of us is unique, so are our learning needs. The ideal learning experience should be designed to fit our life’s pace, with support from advisors and mentors who understand us. They believe that education should prepare us for the real world, and that working on meaningful projects under the guidance of industry experts is one of the best ways to get there.</p>
University of Pittsburgh, Region III Public Health Training Center	<p>The Pennsylvania Public Health Training Center <i>improves the performance effectiveness of the public health system by enhancing the competencies of public health workers to carry out public health services.</i> Based at the University of Pittsburgh Graduate School of Public Health, it is operated in partnership with the Drexel University School of Public Health and the University of Pittsburgh at Bradford Center for Rural Health Practice. Our training opportunities enhance professional skills in areas such as:</p> <ul style="list-style-type: none"> • management and leadership • community health • program planning and evaluation • emergency preparedness • public health science • communication

All links verified active on June 17, 2016.



ATTACHMENT 1

DIVISION OF PUBLIC HEALTH CORE COMPETENCY WORKFORCE DEVELOPMENT SUMMARY

DIVISION OF PUBLIC HEALTH
CORE COMPETENCY
WORKFORCE DEVELOPMENT
SUMMARY



[Division of Public Health Core Competency Workforce Assessment Summary](#)

Introduction:

In the summer of 2013, The Office of Performance Management (OPM) administered a **Division of Public Health Core Competency Workforce Assessment** to all DPH employees. The survey was distributed to staff via Survey Monkey on July 15th. Staff had 15 business days or, until August 2nd, to complete the survey. A total of 452 out of 664 DPH employees responded to the survey for a 68.1% response rate.

This assessment is different from the training needs assessment administered in 2007. A major part of this assessment focused on the [8-Public Health Core Competencies](#). We used an existing self-assessment survey developed by the [Council on Linkages Between Academia and Public Health Practice](#), January 2012.

The Core Competencies for Public Health Professionals (Core Competencies) are a consensus set of competencies for the broad practice of public health in any setting. They reflect skills that may be desirable for professionals who deliver the Essential Public Health Services. The Core Competencies exist as a foundation for public health practice and offer a starting point for public health professionals and organizations working to better understand and meet workforce development needs.

About the Instrument Used

The original assessment instrument from the *Council on Linkages Between Academia and Public Health Practice* was broken down into three tiers intended to reach DPH employees with a background in public health. In order to capture those DPH employees without a public health background, the OPM added a fourth tier based upon the training needs assessment delivered in 2007. The final section of the assessment included questions regarding general workforce information. These questions were directed to all respondents.

For Tier's 1 – 3, the OPM decided that the best way to graphically depict the results was through a series of bar graphs, one for each of the three tiers that corresponds to the 8-Public Health Core Competencies (Appendices 1-3). Tier 1, 2, and 3 corresponded to the three tiers of the Core Competencies. Each tier is defined in their respective areas in the *Key Findings* section of this document. Respondents were asked to select the tier that most reflected their job functions. From there they were directed to the appropriate branch of the survey. Basically, Tier 1 includes entry level positions; Tier 2, DPH employees in supervisory or program management positions; and tier 3 are those employees in senior leadership positions within DPH.

The instrument used “proficiency levels” to measure respondents skill levels. For each competency indicator, respondents were asked to think about *what level* they were

currently able to perform the skill. They then rated their own level of proficiency on each indicator by selecting the number on the continuum from “No Knowledge” (1) to “Proficient” (4) that best described their level of expertise for that indicator. The bars within each chart represent the actual number of responses for each proficiency level through the 8-Core Competencies.

Determination of areas of deficiency was made by interpreting the responses and comparing the “No Knowledge” (1) to “Proficient” (4) responses for each of the 8-Core Competencies for each of the tiers.

Key Findings

The following is a breakdown of key findings by tier level (1- 4) and findings for the three questions directed toward all employees. The OPM will not offer recommendations for specific findings within this document. Recommendations will be addressed in the DPH Workforce Development Plan due to be published in May 2014.

It’s important to note that it is not practical for DPH to attempt to undertake all deficient areas all at once. The initial Workforce Development Plan will focus on areas of most concern. The strategy is to develop the plan and update it on an annual basis to include other areas where improvement is needed.

Key Findings (Tier 1): 45.8% (207/452) - [Figure 1](#)

Tier 1 includes public health professionals that carry out day-to-day tasks of the public health organization and are not in supervisory, management, or leadership positions.

Analysis of the data indicates that Tier 1 employees rated themselves in a lower skill level in the following core competencies:

1. Financial Planning and Management Skills; 25% responded they had no knowledge, while 40% responded they had some awareness in this area.
2. Public Health Science Skills; 17% responded they had no knowledge, while 31% responded they had some awareness in this area.

Key Findings (Tier 2): 26.3% (119/452) - [Figure 2](#)

Tier 2 includes public health professionals whose typical responsibilities include program management, supervision, program development/implementation/evaluation, maintaining community relations, managing timelines and work plans, and recommending public health policies.

Analysis of the data indicates that Tier 2 employees rated themselves in a lower skill level in the following core competencies:

1. Financial Planning and Management Skills; 18% responded they had no knowledge, while 30% responded they had some awareness in this area.
2. Public Health Science Skills; 9% responded they had no knowledge, while 26% responded they had some awareness in this area.

Key Findings (Tier 3): 5.75% (26/452) - [Figure 3](#)

Tier 3 focuses on individuals in senior management or leadership positions. This level includes responsibility for organizational strategy and vision.

Analysis of the data indicates that Tier 3 employees rated themselves in a lower skill level in the following core competencies:

1. Public Health Science Skills; 25% responded they had some awareness in this area, while 38% responded they were knowledgeable in this area.
2. Cultural Competency Skills; 25% responded they had some awareness in this area, while 38% responded they were knowledgeable in this area.

Observations:

1. DPH employees in all three tiers rated themselves in a lower skill level in the Public Health Science Skills core competency.
2. DPH employees in Tiers 1 and 2 rated themselves in a lower skill level in the Financial Planning and Management Skills core competency.

Key Findings (Tier 4): 22.1% (100/452)

Tier 4 includes public health employees that are not formally trained in public health and work in various positions that are generic to all organizations, such as administrative support, fiscal, and some training positions.

1. Employee Input on Training needs in Technical Areas:

- a. Findings: Of the 207 staff who classified themselves as (Tier 4); 87.5% said they could devote between 2-16 hours to training each week. The top three classes employees said they either need badly/or would be useful to have more training in the following technical areas:
 - 1.) Distance Learning - 44/87;
 - 2.) MS Excel - 35/87;
 - 3.) MS PowerPoint - 34/87

2. Regarding Professional Development:

- a. Findings: The following top five Professional Development trainings are ranked in order by the 87 employees who responded.

- 1.) *51/87: Public Health's Changing Role & Career Development
- 2.) 49/87: Process Improvement
- 3.) *47/87: Managing Priorities & Quality Improvement Tools
- 4.) 46/87: Problem Solving
- 5.) 45/87: Change Management

***Both were ranked evenly**

3. Concerning Interpersonal Skills:

- a. Findings: DPH staff ranked the top five Interpersonal Skills trainings in order of importance.

- 1.) 50/87: Handling Emotions Under Pressure
- 2.) 45/87: (DISC Profile) Personal/Behavioral Profile
- 3.) 43/87: Giving and Receiving Constructive Feedback
- 4.) *41/87: Dealing with Irrate People, Working in a Multi-Generational Workplace
- 5.) 36/87: Conflict Resolution/Group Dynamics

***Both were ranked evenly**

4. Regarding Management/Supervisory Skills:

- a. Findings: Tier 4 management personnel appear to have inadequate basic and intermediate management skills and resources based on the responses in this category. The ranking is in order of responses.

- 1.) 48/87: Employee Career Development
- 2.) *46/87: Fiscal Management/Financial Planning, Handling Emotions Under Pressure
- 3.) 44/87: Making Meetings Work for You
- 4.) 43/87: Succession Planning
- 5.) 42/87: Managing Priorities

***Both were ranked evenly**

Key Findings ALL TIERS (1- 4)

1. Regarding All Tiers preference for Training Methods:

- a. Findings: Most staff seem to prefer the old fashion way of classroom instruction, while a large percentage of staff also prefer Internet Web-based self-studies. The top five ranking for Training Methods preferred by 320 DPH respondents are in order as follows:

- 1.) 305/320: Instructor-led classroom training
- 2.) 250/320: Internet Web-Based Self-Study
- 3.) 237/320: Discussion Group
- 4.) 228/320: Multimedia-Based Self-Study
- 5.) 208/320: Video Conferencing

2. Responses from All Tiers with Encourage staff to attend trainings:

- a. Findings: Comments from staff suggested that DPH offer more courses that actually apply to social work, having more trainings for licensure, and certification maintenance. Others want to be trained by trainers who have an idea of what it is like to be in the trenches of public health program work. The following are the top three factors from 320 respondents, which would encourage staff to attend trainings.

- 1.) 314/320: Topic of Interest-applicable to work
- 2.) 310/320: Location
- 3.) 309/320: Trainer makes connection between lesson and day-to-day work

3. Responses to what would Discourage staff from attending trainings (All Tiers):

- a. Findings: There were numerous comments from staff on this question. Many believe that unless the training is free and held in Delaware they will not be permitted to attend. Some were opposed to “repetitive, required trainings.” Others felt that the current DPH policy regarding out of state travel and lack of financial support, severely limits growth of many who play an important role in caring for our community. The current travel policy also discourages staff from opportunities to learn about their jobs. The following five areas are ranked in order of what discourages staff most from attending trainings.

- 1.) 264/320: Lack of money in my unit for training
- 2.) 254/320: Travel policy restrictions
- 3.) 219/320: Class is too long, my time is limited
- 4.) 192/320: Course description sounds like “it’s over my head”
- 5.) 185/320: Supervisor disapproval

This summary was developed and compiled by Mike Rudis and Becky Moody on October 22, 2013.



Tier 1 Frequency Distribution Per Proficiency Level
Based on data from the August 2, 2013 Core Competencies for Public Health
Professionals Assessment Delaware Division of Public Health

■ No Knowledge: 0 - 1 ■ Aware: 1 - 2 ■ Knowledgeable: 2 - 3 ■ Proficient: 3 - 4

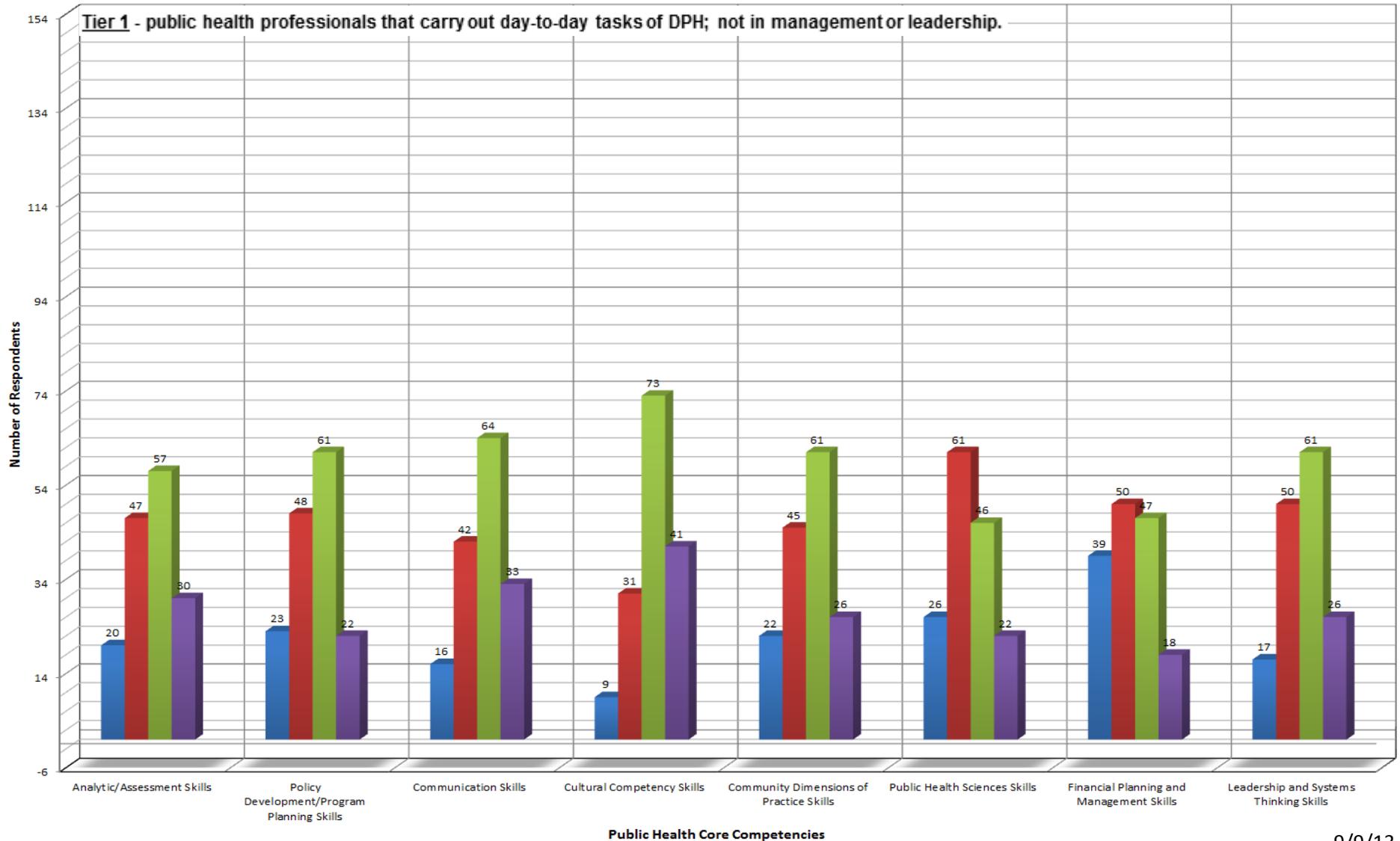


Figure 1



Tier 2 Frequency Distribution Per Proficiency Level

Based on data from the August 2, 2013 Core Competencies for Public Health
Professionals Assessment Delaware Division of Public Health

■ No Knowledge: 0 - 1 ■ Aware: 1 - 2 ■ Knowledgeable: 2 - 3 ■ Proficient: 3 - 4

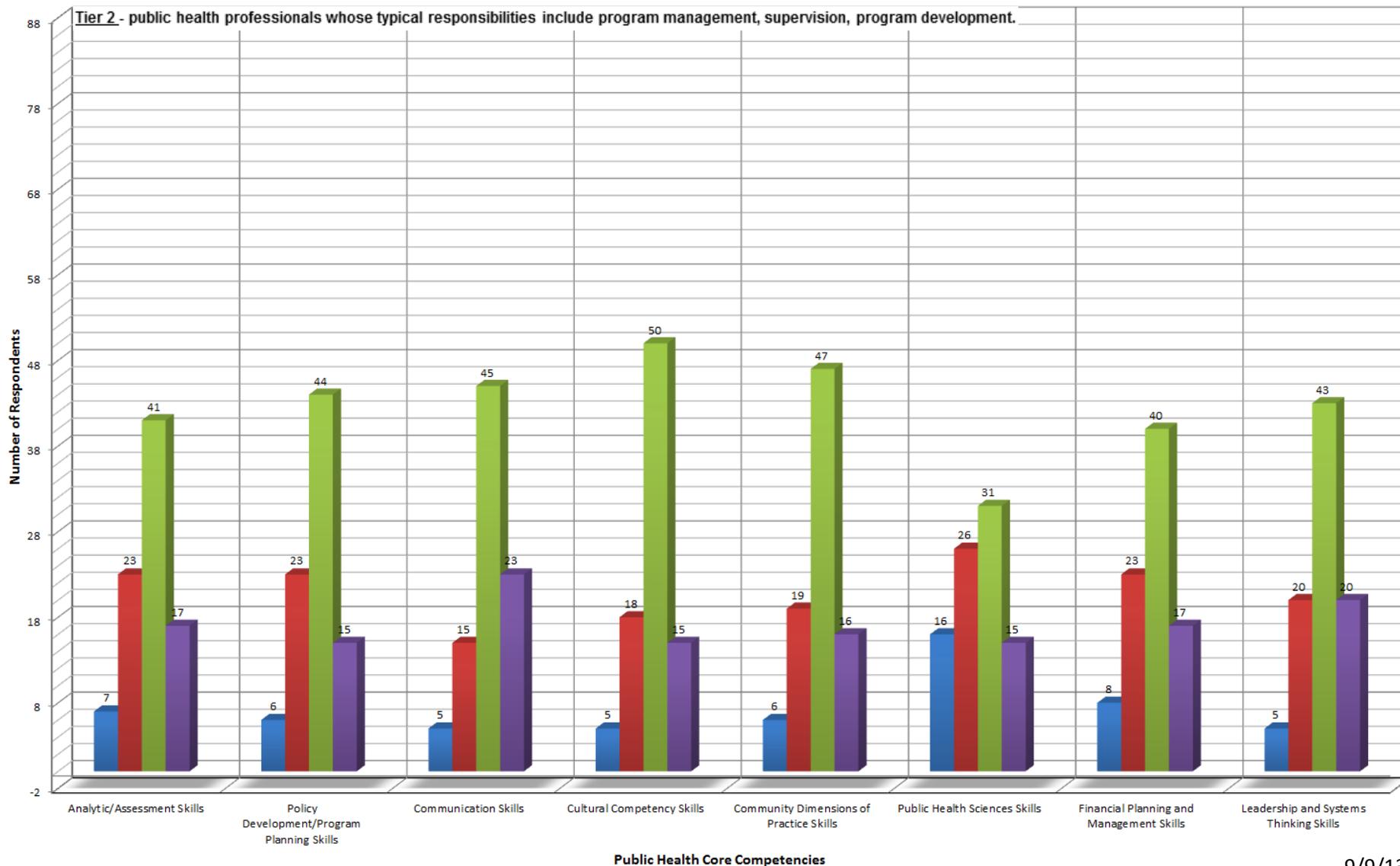


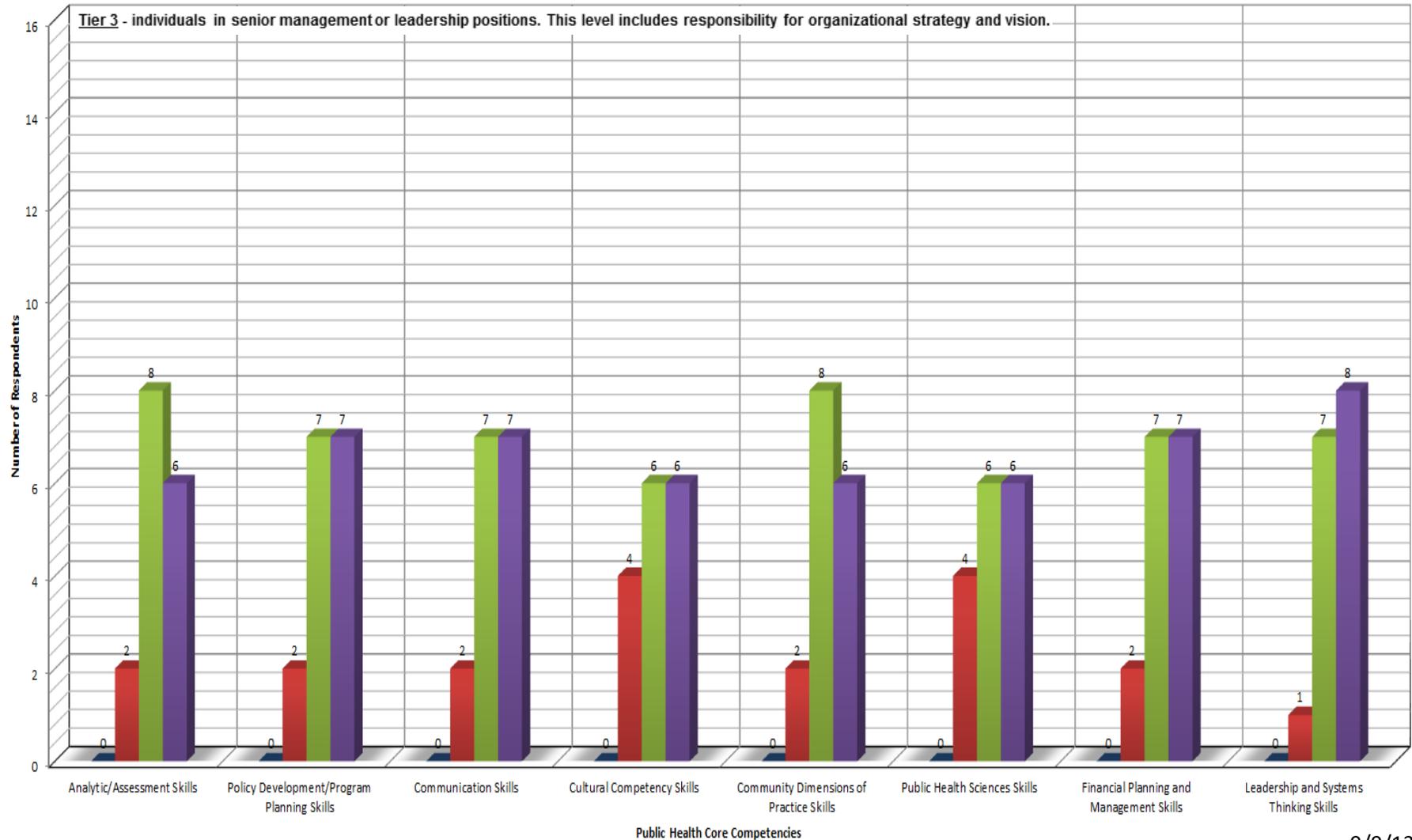
Figure 2



Tier 3 Frequency Distribution Per Proficiency Level

Based on data from the August 2, 2013 Core Competencies for Public Health
Professionals Assessment Delaware Division of Public Health

■ No Knowledge: 0 - 1 ■ Aware: 1 - 2 ■ Knowledgeable: 2 - 3 ■ Proficient: 3 - 4



9/9/13

Figure 3

ATTACHMENT 2

DIVISION OF PUBLIC HEALTH PERSONAL/ PROFESSIONAL DEVELOPMENT PLAN

DPH PERSONAL/ PROFESSIONAL DEVELOPMENT PLAN

Attachment 2



DELAWARE HEALTH AND SOCIAL SERVICES
Division of Public Health
Office of Performance Management

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NOTE: All links within this document point to the [OPM Training SharePoint](#) site and for security reasons are not available outside of the State of Delaware firewall.

DPH Personal/Professional Development Plan

Introduction

It is critical to the success of DPH to foster a culture that encourages and supports the professional development of its employees. Our employees' professional development should be an ongoing process to ensure they stay current in their fields and prepare for future challenges. Planning for continuous professional development must be tied to the employee's performance plan and career goals.

DPH's objective is to develop employees through a wide variety of progressive and efficient training programs and training resources to improve their knowledge, skills, and abilities within the Tiers outlined in the **Competencies** section of the [DPH Workforce Development Plan](#), and help them advance in their career. The intent of this DPH Personal/Professional Development Plan is to help build and retain a workforce of skilled and capable employees and encourage future career development.

DPH believes that training and development are integral components of work performance and are inherently tied to our vision, mission, and strategic priorities. It is the responsibility of the supervisor and the employee, working in partnership, to determine the work goals and training needs for each employee.

Each Personal/Professional Development Plan is uniquely tailored to the needs of the individual and the DPH. It is a *personal action plan*, jointly agreed on by the employee and the supervisor, which identifies short and long-term employee goals. It also identifies the training and other developmental experiences needed to achieve those goals for the benefit of the DPH.

This plan is designed to be continuous in nature. That means that employees and supervisors don't need to try and cram training and professional development opportunities into one year. Learning is an on-going process. It's important to note that not all learning happens in a classroom. Learning can be as simple as a supervisor observing an employee performing a task and offering suggestions on how to improve that performance (i.e. On-The-Job Training). It can occur during staff, one-on-one, and, performance feedback meetings, or reading an article in a professional periodical and putting the concepts to work on the job.

Purpose of the DPH Personal/Professional Development Plan

DPH Personal/Professional Development Planning helps identify the employee's career goals and the strategies for achieving them by linking them to the DPH's mission and goals. The DPH Personal/Professional Development Plan needs to be developed and reviewed annually by the employee and supervisor. This plan is intended to:

- Encourage the employee to take ownership of his/her organizational and professional development;
- Provide an administrative mechanism for identifying and tracking development needs and plans to help meet the employee's career goals and DPH's strategic priorities; and
- Assist DPH/OPM in planning for training and development requirements.

Benefits of the DPH Personal/Professional Development Plan

- Personal/Professional Development Planning benefits DPH by aligning employee career planning and development efforts with DPH's strategic priorities;
- Supervisors also benefit by developing a better understanding of their employees' professional goals, strengths, and development needs which can result in more realistic staff and development planning;
- Employees benefit by having the opportunity to take personal responsibility and accountability for their career development by acquiring or enhancing the skills they need to stay current in his/her profession and career goals and enhance career satisfaction.

Roles and Responsibilities

WHO	ROLES AND RESPONSIBILITIES
<p>DPH Leadership</p>	<ul style="list-style-type: none"> • Create and maintain a culture which encourages training and development as an ongoing part of the employee performance management process which supports the accomplishment of the DPH's mission; • Develop a plan for training based upon a needs assessment and provide access to training for all employees; • Ensure that training and development plans are prepared, updated, and discussed by the supervisor and employee; • Provide a toolkit to help DPH employees and supervisors jointly develop the DPH Personal/Professional Development Plan based upon the employee's needs and career goals.
<p>Supervisors</p>	<ul style="list-style-type: none"> • Initiate communication with the employee about the DPH Personal/Professional Development Plan; • Ensure implementation of DPH Personal/Professional Development Plans; • Incorporate training and development into the employee's performance planning process; • Provide a means for supervisors to assess employees strengths and development needs using the Public Health Core Competency Workforce Assessment and other means needed to meet their job needs and career goals; • Provide regular opportunities (e.g., one-on-one meetings, mid-term feedback, annual review, etc.) to discuss and plan for the employee's development and review the Personal/Professional Development Plan; • Help employees identify appropriate training and development opportunities.
<p>Employees</p>	<ul style="list-style-type: none"> • Work with the supervisor to assess their level of competence using the Public Health Core Competency Workforce Assessment, along with the knowledge, skills and abilities required in their job; • Identify their career goals and various training and development opportunities that will help them achieve those goals; • Actively search for training opportunities within and outside of DPH, using resources in the DPH Workforce Development Plan and other resources; • Periodically assess their progress toward reaching their goals.

Instructions for Completing the DPH Personal/Professional Development Plan

The DPH Personal/Professional Development Planning process requires communication and interaction between the supervisor and the employee. Use the following checklist as a guide to completing the DPH Personal/Professional Development Plan.

After the employee receives his/her annual review, but prior to administering the new performance plan, the supervisor;

- Schedules a meeting with the employee to discuss the DPH Personal/Professional Development Planning process;
- Retrieves the [DPH Personal/Professional Development Plan](#) form from the OPM SharePoint folder;
- Gives the employee an overview of the DPH Personal/Professional Development Plan;

If the employee does not wish to participate, have he or she read the **Statement of Declination** and sign and date below the statement. File that page only in his/her employee file. No further action is required until the following year. If the employee does wish to participate, move on to the following paragraphs.

Once the employee acknowledges that he/she is interested in pursuing the [DPH Personal/Professional Development Plan](#), both the employee and supervisor will need to begin filling out the form.

- The employee and supervisor need to sign and date the front of the form; (Page 9)
- Enter the employee's name and job title; (Page 10)
- Employee will need to determine which Tier Level (1-4) he/she falls under (Page 10). Use the table on the following page to determine the tier level.

Read each of the Tier Level definitions below, and then select the one that best defines your level. Once you have determined your Tier Level, check the corresponding box on the [DPH Personal/Professional Development Plan](#) form.

Tier 1 (entry level) includes public health professionals that carry out day-to-day tasks of the DPH and are not in management positions. Responsibilities of these public health professionals may include basic data collection and analysis, fieldwork, program planning, outreach activities, programmatic support, and other organizational tasks.

Tier 2 (management) includes professionals with program management and/or supervisory responsibilities as well as program development/implementation/evaluation, maintaining community relations, managing timelines and work plans, and recommending public health policies.

Tier 3 (leadership) focuses on individuals in senior management or leadership positions. This level includes responsibility for program functions, organizational strategy and vision, and establishing/maintaining the organization's professional culture.

Tier 4 (non-public health) employees are those with little or no public health background but work in various positions such as administrative, fiscal, and some training positions that support public health work.

- The employee needs to enter his/her short and long term career goals. (Page 10)

Public Health Core Competencies: TIER 1 – 3 Employees

- Employees that selected Tier 1 – 3 will need to work with her/his supervisor to determine which of the Public Health Core Competencies pertain to the employee's current position and to aspirations identified in the employee's career path. Competencies for all three tiers can be accessed by clicking the link below.

[Tier 1 – 3 Public Health Core Competencies](#)

- Once the supervisor and employee have determined which competencies apply, place a check mark in front of the competencies that you have determined need to be improved or strengthened (page 11) and begin the planning process by completing the remainder of the form. Use this information as a guide to developing a learning plan for the coming year.

- List any additional core competencies that need to be improved or strengthened on the form. Other competencies can be determined by using the Office of Management and Budget (OMB) [Job Classification](#) web site and by the tasks on your performance plan. These could include supervisory or leadership competencies, strategic thinking, staff development, conflict resolution, interpersonal skills, etc. They could also include competencies specific to the field such as [Informatics](#), [Epidemiology](#), [Laboratory](#), [Nursing](#), etc. (Page 11)

Core Competencies TIER 4 Employees

- List the competencies required for your current position that you would like to improve or strengthen. Competencies can be determined by using the OMB [Job Classification](#) web site and by the tasks on your performance plan. These could include supervisory or leadership competencies, strategic thinking, staff development, conflict resolution, interpersonal skills, etc. (Page 11)

Core Competencies Based On Career Goals: All DPH Employees

- List competencies required based on your career goals. If unsure of what they are, the OMB [Job Classification](#) web site may be helpful in determining those competencies along with researching competencies for the particular field, or discussing them with your supervisor or someone in that particular field. (Page 12)

Additional Training/Education Required Based On Career Goals: All DPH Employees

- List any higher education, leadership training programs, on-the-job training, on-line training, job shadowing, seminars, webinars, and other learning opportunities that will help you to achieve your career goals. (Page 12)

Required DHSS and DPH Training: All DPH Employees

- Check all required training classes you have attended. Provide OMB and/or TAS records, [DE-TRAIN](#) Transcripts, or certificates as a record of completion. (Page 13)

Employee Record of Training & Development Activities

This section is reserved for recording all learning opportunities that will help the employee achieve his/her career goals. The employee is responsible for recording entries in this section. There are four tables: (Pages 14 & 15)

- Formal Education** is defined as education obtained through an accredited source such as a university or college. List the date of completion, title of the course, number of credits awarded, and degree program if applicable.
- Training Classes/Seminars** include OMB, DHSS and DPH training. TAS reports, DE-TRAIN transcripts, etc. can be attached instead of entering the data in the table.
- On-the-Job Activities** can include being a part of a committee, special projects, learning a new job task, etc.
- Miscellaneous Learning Activities** include any other learning opportunity that is not captured in the previous tables.

Date of Review & Discussion with Employee (Page 15)

Enter the name of the employee and supervisor along with the date reviewed and initials of each person.

Although there is no prescribed time interval to review and/or update this form, the supervisor and employee should review and discuss the plan periodically throughout the year to ensure the employee is on track. Mid-term feedback sessions, one-on-one meetings, etc. may be opportune times to review the plan together. Each time the employee and supervisor meet to discuss the plan, complete the information in the appropriate blocks.

Once the form is complete, the employee will be responsible for maintaining the entries and recording information in the Employee Record of Training & Development Activities.



The Delaware Division of Public Health Professional Development Plan

FOR

The DPH Personal/Professional Development Plan is a document between the employee and supervisor, drafted to address training and career plans. It is designed to be generated in conjunction with Performance Review and may be revised at any time. Requests for training are to be in accordance with this plan and subject to funding availability. Other training opportunities may be available, in which case this plan will be revised to reflect the training taken by the employee. Once completed this template will constitute the employees Personal/Professional Development Plan.

Employee Signature

Date

Supervisor Signature

Date

Statement of Declination

(Only Required by Employees Choosing Not to Participate)

I decline participation in the DPH Personal/Professional Development Plan process at this time. I acknowledge that my next opportunity for participation in this process may occur no earlier than during my next Performance Review appraisal period or 12 months from date of declination. However, subject to supervisory approval, I may participate in State of Delaware training courses, agency management development programs, special projects and assignments, and, if eligible and approved, when available, educational assistance.

Employee Signature

Date

DPH Personal/Professional Development Plan

(To be completed and monitored by the employee and supervisor after consultation)

NAME:	
JOB TITLE:	
TIER LEVEL:	<input type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3 <input type="checkbox"/> Tier 4

Short Term Goals (1 - 5 years)

1.

2.

3.

Long Term Goals (5+ years)

1.

2.

3.

Tier 1-3 Employee's Competencies:

1. Core Competencies:

- [Analytic/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](#)

Additional competencies required in your current position you would like to improve or strengthen.

<hr/>	<hr/>

Tier 4 Employees' Competencies:

2. Core Competencies:

<hr/>	<hr/>

Tier 1 - 4 Employees:

3. Competencies Based on Career Goals:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Additional Training/Education Required Based On Career Goals:

REQUIRED DHSS AND DPH TRAINING: Tier 1 - 4 Employees:

Unless otherwise noted, DHSS and DPH classroom and eLearning trainings can be found and registered for on the [Delaware Learning Center \(DLC\)](#). For more information on training classes, contact the Office of Performance Management at 302-744-5453.

1. DPH Training Classes Required for All DPH Employees.

Required Training for ALL DPH EMPLOYEES

Classroom

- 10 Principles of Personal Leadership - Day 1
- DPH: Journey to Cultural Competence
- SHOC 101 (register on DE-TRAIN)

Delaware Learning Center (DLC)

- Basic HIPAA
- DPH New Employee Orientation
- DHSS eSTAR Employee Modules (non-clocking in/out)
- Intro to Public Health

DE-TRAIN

- Health Equity: A Public Health Essential
- IS-700.a
- IS-100.b
- IS-701.a

NOTE:

****Employees must complete 10 Principles of Personal Leadership - Day 1 before taking 10 Principles of Personal Leadership - Day 2, Courageous "Crucial" Conversations, or Personal Service.**

2. DPH Training Classes Required for DPH Supervisors.

Additional Required Training for ALL DPH AUDITORS

Delaware Learning Center (DLC)

- DHSS eSTAR Manager & Auditor Modules (non-clocking in/out)

Additional Required Training for ALL DPH SUPERVISORS

Delaware Learning Center (DLC)

- DHSS eSTAR Manager & Auditor Modules (non-clocking in/out)

Classroom

- 10 Principles of Personal Leadership - Day 2**

DE-TRAIN

- IS-200.b
- IS-702.a
- IS-703.a

3. DHSS Training Classes Required for all DPH employees.

Type	Frequency	Event / Session Title
Online	Once	Policy / Divisions
Online	Once	Workplace Safety
Online	Annual	DTI - Cyber Security (Ask Your Supervisor)
Classroom	Once	Fostering Customer Service at DHSS
Classroom	Once	Promoting a Culture of Diversity and Teamwork at DHSS

4. DHSS Training Classes Required for All DPH Supervisors.

Type	Agency	Frequency	Event / Session Title
Classroom	DHSS	Every 2 years	Sexual Harassment Prevention
Classroom	DHSS	Once	The Hiring Process
Classroom	DHSS	Once	HR Supervisory Partnership
Classroom	DHSS	Every 4 years	Performance Review
One of the following disability classes			
Online	OMB	Once	Hiring and Retaining Employees with Disabilities
Classroom	DHSS	Once	Americans with Disabilities

Employee Record of Training & Development Activities

Formal Education

Course	Credits	Program	Date Completed

Training Classes/Seminars

Course	Agency	Date Completed

On the Job Learning Activities

Activity	Competency/Skills Used	Date Completed

Miscellaneous Learning Activities

Activity	Competency/Skills Used	Date Completed

Date of Review & Discussion with Employee

Reviewed By (Employee & Supervisor's Name)	Date Reviewed	Initials

Reviewed By (Employee & Supervisor's Name)	Date Reviewed	Initials

Reviewed By (Employee & Supervisor's Name)	Date Reviewed	Initials

