

User & Resource Guide

Workforce Development Plan Template

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Introduction In the Summer of 2011, several of Ohio’s local public health departments expressed a need for guidance regarding the creation of an agency-based workforce development plan. In response to this need, The Center for Public Health Practice (CPHP) convened a team of interested individuals representing state and local jurisdictions in Ohio to address this issue. The goal was to create a workforce development plan template that could:

- serve as a guide for agency workforce development efforts,
- be adapted to meet agency specific needs, and
- address the documentation requirements associated with Public Health Accreditation Board (PHAB) Accreditation Standard 8.2.1

This document serves as user guide and resource manual for utilizing the template to create an agency workforce development plan. New materials, examples and resources will be added to this document as they are identified.

Important Note: *The template is based on Version 1.5 of the PHAB Standards and Measures. Use of the template does not guarantee compliance with PHAB Accreditation Standard 8.2.1A.*

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Template Development

Development Team

The following individuals contributed to the original development and/or update of the template:

Agency	Individuals
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Development Process

In July 2011, the Center for Public Health Practice convened a development team for the purpose of establishing an outline for an agency based workforce development plan. The process began with the team reviewing existing workforce development plans. Key elements of an effective plan, as well as PHAB documentation requirements, were identified. The development team then translated these key elements into a workforce development plan outline.

Using the outline as a guide, the Center for Public Health practice drafted a template. The template was reviewed by members of the development team and comments and feedback were incorporated. The resulting template was vetted by members of the Association of Ohio Health Commissioners Public Affairs Committee through an open, web-based comment and review period. Feedback from the Committee was incorporated and this user guide / resource manual was developed to accompany the template.

In September of 2014, the template and user guide were updated to reflect changes to PHAB Standards and Measures V1.5.

Questions

For questions about this template, and/or suggestions for additional resources and sample materials to be added, please contact:

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How to Use the Template

Introduction

The workforce development plan template contains the following sections; which can be edited and modified to meet your agency's specific needs:

- Agency Profile
 - Workforce Profile
 - Competencies & Education Requirements
 - Training Needs
 - Goals & Objectives
 - Curricula & Training Schedule
 - Implementation & Monitoring
 - Appendices
-

Editing the Template

The template is a Word document that is formatted as a series of tables that can be edited. Section breaks were used between pages. Document text is in two colors:

- **Black:** Standard language that does not need modified.
- **Red:** Provides instructions / examples for completing each section. All red text should be edited or deleted to meet an agency's specific needs. If the red text is edited, it should be changed to black before considering the document final.

Sections and appendices also may be added to further customize the document. Additionally, the footer should be updated to include the name of the file (for future reference) and the current date/version.

Voluntary Accreditation Considerations

The template was designed to address the documentation requirement for Public Health Accreditation Board (PHAB) Measure 8.2.1 A. The purpose of this measure is to assess the health department's planning for employee training, implementation of those plans, and the development of core competencies.

Refer to the PHAB Standards and Measures for more information and a description of specific documentation requirements.

Workforce Development Resources

The following table lists resources, both state and national, that provide access to continuing education opportunities and workforce development-related resources. This list below is in alphabetical order and is not exhaustive. Consider your local and regional resources as well (ex. community colleges, hospital).

Resource	Location & Description
Area Health Education Centers	http://bhpr.hrsa.gov/grants/areahealtheducationcenters/ta/index.html : list of regional AHEC sites across Ohio and training opportunities; current focus is primarily health literacy and health communications
Association of Ohio Health Commissioners (AOHC)	http://www.aohc.net/ : offers conferences, health commissioner, and leader training
Association of State and Territorial Health Officers (ASTHO)	http://www.astho.org/Programs/Workforce-and-Leadership-Development/ : supports workforce and leadership development efforts that result in a strong, well-staffed public health agencies
Centers for Disease Control and Prevention (CDC)	http://www.cdc.gov/Learning/ : online programs and toolkits for public health issues; links to domestic and international public health training programs
Competency Sets	A consensus set of competencies that reflect foundational skills desirable for professionals engaging in the practice, education, and research of public health. http://www.phf.org/resourcestools/Documents/Core_Compencies_for_Public_Health_Professionals_2014June.pdf The following are links to core public health and job-specific competency sets. The links provided her are by no means exclusive or exhaustive: Community Health Worker ; General Competency Library (State of Iowa) ; Counselor ; Dietitian ; Environmental Health ; Epidemiology ; Emergency Preparedness ; Health Education ; Informatics/IT ; Lab Technologists ; Leadership ; Public Health Nursing ; Social Work ; Veterinarian
Federal Emergency Management Agency (FEMA)	http://training.fema.gov/ : training opportunities to prepare professionals and non-professionals to address the many forms of domestic emergencies; NIMS training plan: http://www.fema.gov/emergency/nims/index.shtm
John Glenn School of Public Affairs	http://glennschool.osu.edu/training/training.html : MAPS (Management Advancement for the Public Service) training for professionals at all levels in the public and nonprofit sectors
Kirkpatrick Evaluation Model	http://www.kirkpatrickpartners.com/ : training evaluation - related resources
Licensing Boards (National & Ohio)	Certified Health Education Specialist ; Certified Public Health Practitioner ; Dietitians ; Nursing ; Physicians ; Registered Sanitarian ; Social Work / Counselors : information regarding licensure and continuing education requirements; several provide access to continuing education opportunities
National Association of County and City Health Officials (NACCHO)	http://www.naccho.org/topics/workforce/ : 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 and www.naccho.org/accreditation : offers a variety of resource to assist local health department sin their accreditation preparation and QI efforts
National Environmental Health Association (NEHA)	http://www.neha.org/CEweb/CE.asp : environmental health-related training opportunities and resources
Ohio EHA	http://www.ohioeha.org/AnnualEducationalConference.aspx
Ohio Emergency Management Agency (OEMA)	http://ema.ohio.gov/training.aspx : emergency response-related training opportunities offered in Columbus at the State Emergency Operations Center or around the state at local training facilities
Ohio Nurses Association (ONA)	http://www.nursingworld.org/MainMenuCategories/CertificationandAccreditation/Continuing-Professional-Development continuing education opportunities for nurses

Continued on next page

Workforce Development Resources, *continued*

Resource	Location & Description
Ohio Public Health Association (OPHA)	http://www.ohiopha.org/ : annual public health combined conference as well as various conferences/events
OSU College of Public Health Center for Public Health Practice	http://cph.osu.edu/practice : live and online competency-based training opportunities and other developmental resources for public health practitioners; Learning Content Management System can be accessed here: http://www.cphplearn.org/default.asp
Public Health Foundation	http://www.phf.org/focusareas/workforcedevelopment/pages/default.aspx ; Array of services, resources, and programs that public health practitioners and academics can use to strengthen the workforce
Public Health Training Center Network	http://bhpr.hrsa.gov/grants/publichealth/trainingcenters/index.html ; network of national Public Health Training Centers; various continuing education offerings
Society for Public Health Education (SOPHE) Ohio SOPHE	http://www.sophe.org/ : SOPHE, including its chapters, is a designated multiple event provider of CE by the National Commission for Health Education Credentialing. http://www.ohiosophe.org/
TRAIN Ohio TRAIN	www.train.org : public health-related continuing education opportunities offered by affiliates from across the country, including Ohio. www.ohiotrain.org
US Office of Personnel Management	http://www.feddesk.com/freehandbooks/1059.pdf ; <i>Guide to Strategically Planning Training and Measuring Results</i> to support agencies in establishing a training and workforce development plan

Agency Workforce Development Plan Checklist

The following checklist includes requirements for PHAB Measure 8.2.1.A, specifically the workforce development plan documentation requirement. Other PHAB Measures that incorporate a training requirement and that you may consider addressing within the workforce development plan are also listed here. Please note that use of this checklist does not guarantee PHAB compliance and agencies are strongly encouraged to review the PHAB Standards and Measures independently. **(Note: RD = Required Documentation)**

	Measure	Documentation Requirement
	8.2.1 RD#1	The health department must provide a health department specific workforce development plan. The plan must :
		<ul style="list-style-type: none"> • Address the collective capacity and capability of the department workforce and units
		<ul style="list-style-type: none"> • Address gaps in capacity and capabilities and include strategies to address them
		<ul style="list-style-type: none"> • Be responsive to the changing environment and include consideration of areas where the technology advances quickly such as information mgt. and (digital) communication science.
		<ul style="list-style-type: none"> • Be responsive to the changing environment and include consideration of areas where the field is advancing, for example, emergency preparedness training, health equity (see Measure 11.1.4.4 below), and cultural competence.
	8.2.1 RD#1	The plan must include:
		<ul style="list-style-type: none"> • An assessment of current staff competencies against the adopted core competencies (Ex. Council on Linkages Core Competencies) The plan may also use state developed or specialty focused sets of competencies (ex. nursing, public health preparedness, informatics, and health equity)
		<ul style="list-style-type: none"> • Training schedules and a description of the material or topics to be addressed in the training curricula to address gaps in staff competencies.
		<ul style="list-style-type: none"> • A description of the barriers/inhibitors to the achievement of closing gaps or addressing future needs in capacity and capabilities and strategies to address those barriers/inhibitors
	8.2.1 RD#2	The health department must document implementation of its workforce development strategies (2 examples)
	8.2.3 RD#1	Participation in personal professional development activities by staff of the department (other than management and leadership staff, who are addressed below). The health department must document staff's completion of their annual personal professional development plan.
	8.2.3 RD#2	Development activities for leadership and management staff: The health department must document the provision of department training and development programs for department leaders and managers.

Agency Workforce Development Plan Checklist, *continued*

	Measure	Description of Requirement
	8.2.3 RD#3	Participation of department leaders and managers in training provided by others, outside of the health department. The health department must document leaders' and/or managers' attendance at a leadership and/or management development training. Online courses are acceptable.
	2.3.3 RD#4	The health department must provide a schedule for training or exercises to prepare personnel who will serve in a surge capacity (for example, ICS or PPE training). This does not have to be the sole focus of the training or exercise, but must be a component of the training.
	6.2.1 RD#1	Provisions of training for staff in laws to support public health interventions and practice: The health department must document that the staff are trained in laws that support public health interventions and practice. The training agenda is not specified and can include both general and specific aspects of public health law. Staff must be trained on the specific aspects of the law for which they are programmatically responsible. For example, an infectious disease nurse should be trained on the law that addresses infectious disease reporting; he or she would not be required to know specific elements on public water laws.
	9.1.5 RD#1	Staff development in performance management: The health department must document its staff's professional development in the area of performance management. At a minimum, targeted staff includes those who will be directly working on performance measure monitoring and analysis, and/or serving on a quality team that assesses the department's implementation of performance management practices and/or systems.
	9.2.1 RD#1	The health department must provide a quality improvement plan. The plan must address: <ul style="list-style-type: none"> • Types of quality improvement training available and conducted within the organization for example: <ul style="list-style-type: none"> ○ New employee orientation presentation materials ○ Introductory online course for all staff ○ Advanced training for lead QI staff ○ Continuing staff training on QI ○ Other training as needed – position-specific QI training (MCH, Epidemiology, infection control, etc.)
	11.1.4 RD#4	The health department must document staff training on health equity and cultural competence, including social, cultural, and/or linguistic aspects of policies, processes and programs. Training may include: examining biases and prejudices; developing cross-cultural skills; learning about specific populations' values, norms, and traditions; and/or learning about how to develop programs and materials for low literacy individuals or the visually or hearing impaired. Documentation must show the content of the training.

Sample Evaluation Form

Introduction Below is a sample Level 1 evaluation form. It measures participant reaction to a training program. The evaluation may be edited to meet agency-specific needs.

Instructions: Circle the number that best reflects each evaluation statement and whether the objective was met.	1=strongly disagree	2=disagree	3=neutral	4=agree	5=strongly agree
OBJECTIVES:					
As a result of this course I am able to:					
1.	1	2	3	4	5
2.	1	2	3	4	5
3.	1	2	3	4	5
4.	1	2	3	4	5
5.	1	2	3	4	5

COURSE:

6. The course is relevant to my work.	1	2	3	4	5
7. I am committed to applying what I have learned to my job.	1	2	3	4	5
8. The level of the course met my needs.	1	2	3	4	5
9. The supplemental materials/resources were appropriate.	1	2	3	4	5
10. My questions were adequately resolved.	1	2	3	4	5
11. The overall quality of the course was very high.	1	2	3	4	5

INSTRUCTOR(s):

12. The teaching effectiveness of (instructor name) was excellent.	1	2	3	4	5
• Repeat #12 for additional instructors	1	2	3	4	5

TECHNOLOGY: (distance courses only)

13. I experienced technology difficulties while completing the course.	1	2	3	4	5
14. The technical support was adequate.	1	2	3	4	5

FACILITY: (face-to-face only)

15. The facility was conducive to learning.	1	2	3	4	5
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16. **What were the highlights and why?**

17. **What features of the course would you change, why would you change them, and what specific changes would you recommend?**

Sample New Employee Orientation Curriculum

Introduction

This document, developed by the Mahoning County District Board of Health, provides a sample curriculum for new public health employees.

New Public Health Employee Orientation Master Curriculum

1

Orientation Phase			
Curriculum Item	Learning Objectives	Teaching Methods (Person Responsible)	References
Employment policies and benefits	1) Understand agency employment policies and benefits	Reading assignments Discussion (personnel officer)	Personnel policy manual j:Personnel Manuals & Forms* (network drive) Orientation checklist* Orientation schedule j:training/employee orientation* DBOH new employee curriculum j:training/employee orientation*
Job performance expectations	1) Understand performance expectations and scope of agency activities	Reading assignments Field excursions (supervisor)	Job description* http://www.mahoninghealth.org/AbouttheBoardofHealth/Services/tabid/515/Default.aspx *
Information technology & communications	1) Demonstrate a basic understanding of how to use technology to communicate effectively.(telephones, cell phones, pagers, radios, e-mail) 2) Demonstrate the operation of agency equipment: copier, fax, stamp machine, slide projectors, overheads 3) Demonstrate a basic knowledge of computers 4) Identify the need for extended knowledge of computers/software	Software training courses (supervisor & office manager)	Equipment manuals Quick reference guides Software training manuals*
Safety/Emergencies	1) Review general building information which includes: hours of operation, evacuation plan, tornado safety plan 2) Review the emergency recall procedure 3) Demonstrate safe use of agency vehicles 4) Discuss precautions to prevent exposure to communicable diseases 5) Discuss individual responsibility in a community-wide emergency 6) Discuss agency responsibility in a community-wide emergency 7) Identify general field safety tips	Reading assignments defensive driving course (health promotion director)	Personnel policy manual* Emergency response manual* 55 Alive defensive driving course* Suggestions for Personal Safety - Multnomah County Department of Human Services Health Division, Oregon Akron Performance Cluster's Dog Bite Education & Prevention Program - U.S. Postal Service Guide to Personal Safety in the Field - Mississippi State Department of Health

Mahoning County District Board of Health

* required assignment or reading if item appears on employee's orientation schedule

required of RS's, RN's, and support staff working in clinical settings

Principles of Epidemiology course requirement may be satisfied by completion of undergraduate or graduate epidemiology course

other references are located in the Health Promotion & Assessment library

New Public Health Employee Orientation Master Curriculum

2

Training Phase			
Curriculum Item	Learning Objectives	Teaching Methods (Person Responsible)	References
History of public health	1) Identify the historical events and traditions that led to the current public health system 2) List ten public health achievements of the last century 3) Understand the definition and functions of public health 4) Relate emerging challenges in public health	Reading assignment Staff meeting lecture/discussion (facilitator assigned by health commissioner)	<i>What is Public Health? Module 1 Orientation to Public Health in Ohio</i> Pennsylvania and Ohio Public Health Training Center j:training/employee orientation/OPHO 1.ppt* <i>A Look at Public Health Ohio Cooperative Extension Service Bulletin 612*</i> <i>Ten Great Public Health Achievements, United States 1900-1999</i> MMWR www.cdc.gov/mmwr/PDF/wk/mm4812.pdf * <i>Principles of Public Health: History of Public Health</i> (40 min. video) Missouri Department of Health and Senior Services
Health district governance	1) Understand the structure, function and operations of Ohio health districts	Reading assignment Staff meeting lecture/discussion (facilitator assigned by health commissioner)	<i>Public Health in Ohio Module 3 Orientation to Public Health in Ohio</i> Pennsylvania and Ohio Public Health Training Center j:training/employee orientation/OPHO 3.ppt* <i>Core Functions of Local Boards of Health</i> (videotape) National Association of Local Boards of Health <i>2001 State Health Resources Plan Part 3 pp 1-17*</i> <i>Board of Health Leadership Development Guide</i> Ohio Department of Health, pp 43-63*
Organizational mission	1) Cite examples of how the health district fulfills its mission 2) Recognize priorities found in the health district's strategic or long-range plans 3) Recognize priorities found in community health improvement plans 4) Demonstrate knowledge of community health issues and current applications to practice 5) Identify societal issues affecting public health	Reading assignment Staff meeting lecture/discussion using slides from: (health commissioner)	Agency mission statement Mission About the Board of Health Mahoning County District Board of Health* District Board of Health Strategic Plan 2010-2012 http://www.mahoninghealth.org/LinkClick.aspx?fileticket=jHY6U%2f5vF7w%3d&tabid=530 <i>An Introduction to Community Health</i> , McKenzie, Pinger & Kotechi (1999)
Legal basis of public health practice	1) Identify the statutory and regulatory authority under which local health districts develop and carry out their mandated and permissive activities	Self-study course	<i>The Legal Basis of Public Health Practice - CDC Public Health Training Network course</i> www.nhppo.cdc.gov/ohpn/legal-basis/default.asp Modules 1-2, 4-6, 10 (RS's) Modules 1-2, 10 (RN's, health educators)* Titles 37 & 61, Ohio Revised and Administrative Codes <i>The Public Health Law Manual</i> , Grad (1990)

Mahoning County District Board of Health

* required assignment or reading if item appears on employee's orientation schedule

required of RS's, RN's, and support staff working in clinical settings

Principles of Epidemiology course requirement may be satisfied by completion of undergraduate or graduate epidemiology course

other references are located in the Health Promotion & Assessment library