

How Local Public Health Departments Can Partner with Regional Public Health Training Centers to Support a Workforce Prepared to Advance Health Equity

Melissa Bernstein, MPH, CHES, CPH
Center Coordinator, Region 2 Public Health Training Center
Department of Sociomedical Sciences
Columbia University Mailman School of Public Health

Learning Objective

- Describe Region 2 (New York, New Jersey, Puerto Rico and the U.S. Virgin Islands) LHD training needs assessment data and their implications.

10 Regional Public Health Training Centers

Region 1

Geography: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

Central Office: Boston University

Public Health Content Area: Public Health Preparedness

Financial Assistance: \$855,000

Region 2

Geography: New York, New Jersey, Puerto Rico, U.S. Virgin Islands

Central Office: Columbia University Mailman School of Public Health

Public Health Content Area: Health Disparities, Health Equity, Social Determinants of Health

Financial Assistance: \$705,000

Region 3

Geography: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia

Central Office: University of Pittsburgh

Public Health Content Area: Health Informatics and Health Information Technology

Financial Assistance: \$855,000

Region 4

Geography: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee

Central Office: Emory University

Public Health Content Area: Infectious Diseases

Financial Assistance: \$1,005,000

Region 5

Geography: Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin

Central Office: University of Illinois at Chicago-

Public Health Content Area: Environmental Public Health

Financial Assistance: \$855,000

Region 6

Geography: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas

Central Office: Tulane University

Public Health Content Area: Behavioral Health

Financial Assistance: \$780,000

Region 7

Geography: Iowa, Kansas, Missouri, and Nebraska

Central Office: University of Iowa

Public Health Content Area: Chronic Conditions: Diabetes

Financial Assistance: \$705,000

Region 8

Geography: Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming

Central Office: University of Colorado

Public Health Content Area: Chronic Conditions: Cancer

Financial Assistance: \$854,982

Region 9

Geography: Arizona, California, Hawaii, Nevada, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Marshall Islands, and Republic of Palau

Central Office: University of Arizona

Public Health Content Area: Nutrition, Physical Activity and Obesity

Financial Assistance: \$929,948

Region 10

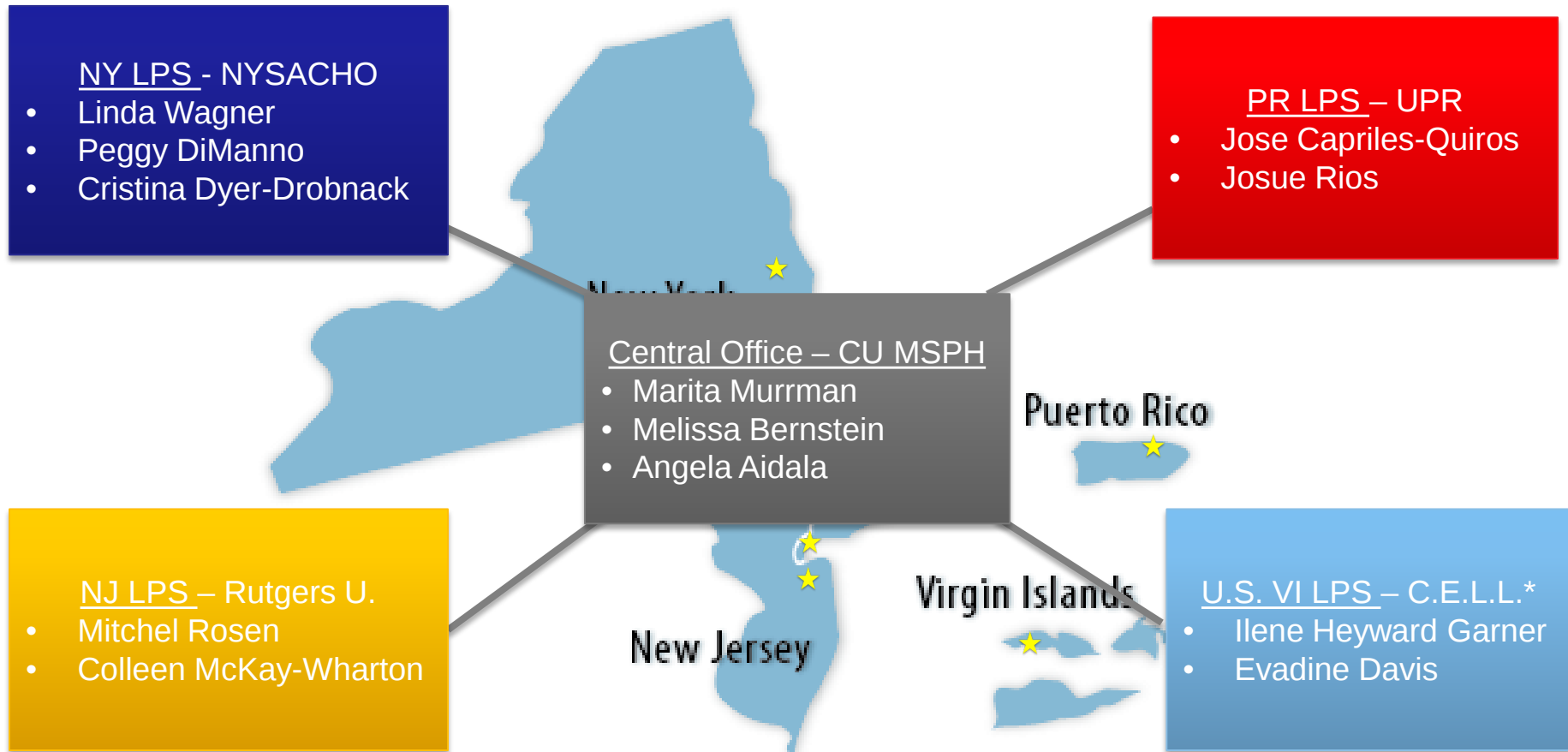
Geography: Alaska, Idaho, Oregon, and Washington

Central Office: University of Washington-

Public Health Content Area: Violence and Injury Prevention

Financial Assistance: \$705,000

Region 2 Central Office and LPSs



* Full partner September 1, 2015

Four Legislative Objectives

1. **Assessment of Needs and Assets** – PHTCs must assess the health personnel needs of the area to be served by the PHTC and assist in the planning and development of training programs to meet such needs.
2. **Training** – PHTCs must train the public health workforce. Centers should provide competency-based training and educational programs based on the *Core Competencies for Public Health Professionals* outlined by the Council on Linkages.
3. **Collaborative Projects** – PHTCs must involve faculty members and students in collaborative projects to enhance public health services to medically underserved communities.
4. **Field Placements** – PHTCs are encouraged to establish or strengthen field placements for students in public or nonprofit private health agencies or organizations, particularly those serving underserved areas and populations.

* Adapted from Request for Proposals, Announcement Number: HRSA-14-076

10 Regional Public Health Training Centers

Region 1

Geography: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont

Central Office: Boston University

Public Health Content Area: Public Health Preparedness

Financial Assistance: \$855,000

Region 2

Geography: New York, New Jersey, Puerto Rico, U.S. Virgin Islands

Central Office: Columbia University Mailman School of Public Health

Public Health Content Area: Health Disparities, Health Equity, Social Determinants of Health

Financial Assistance: \$705,000

Region 3

Geography: Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia

Central Office: University of Pittsburgh

Public Health Content Area: Health Informatics and Health Information Technology

Financial Assistance: \$855,000

Region 4

Geography: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee

Central Office: Emory University

Public Health Content Area: Infectious Diseases

Financial Assistance: \$1,005,000

Region 5

Geography: Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin

Central Office: University of Illinois at Chicago

Public Health Content Area: Environmental Public Health

Financial Assistance: \$855,000

Region 6

Geography: Arkansas, Louisiana, New Mexico, Oklahoma, and Texas

Central Office: Tulane University

Public Health Content Area: Behavioral Health

Financial Assistance: \$780,000

Region 7

Geography: Iowa, Kansas, Missouri, and Nebraska

Central Office: University of Iowa

Public Health Content Area: Chronic Conditions: Diabetes

Financial Assistance: \$705,000

Region 8

Geography: Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming

Central Office: University of Colorado

Public Health Content Area: Chronic Conditions: Cancer

Financial Assistance: \$854,982

Region 9

Geography: Arizona, California, Hawaii, Nevada, American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Marshall Islands, and Republic of Palau

Central Office: University of Arizona

Public Health Content Area: Nutrition, Physical Activity and Obesity

Financial Assistance: \$929,948

Region 10

Geography: Alaska, Idaho, Oregon, and Washington

Central Office: University of Washington-

Public Health Content Area: Violence and Injury Prevention

Financial Assistance: \$705,000

Four Legislative Objectives

- 1. Assessment of Needs and Assets** – PHTCs must assess the health personnel needs of the area to be served by the PHTC and assist in the planning and development of training programs to meet such needs.
- 2. Training** – PHTCs must train the public health workforce. Centers should provide competency-based training and educational programs based on the *Core Competencies for Public Health Professionals* outlined by the Council on Linkages.
- 3. Collaborative Projects** – PHTCs must involve faculty members and students in collaborative projects to enhance public health services to medically underserved communities.
- 4. Field Placements** – PHTCs are encouraged to establish or strengthen field placements for students in public or nonprofit private health agencies or organizations, particularly those serving underserved areas and populations.

* Adapted from Request for Proposals, Announcement Number: HRSA-14-076

Four Legislative Objectives

- 1. Assessment of Needs and Assets** – PHTCs must assess the health personnel needs of the area to be served by the PHTC and assist in the planning and development of training programs to meet such needs.
- 2. Training** – PHTCs must train the public health workforce. Centers should provide competency-based training and educational programs based on the *Core Competencies for Public Health Professionals* outlined by the Council on Linkages.
- 3. Collaborative Projects** – PHTCs must involve faculty members and students in collaborative projects to enhance public health services to medically underserved communities.
- 4. Field Placements** – PHTCs are encouraged to establish or strengthen field placements for students in public or nonprofit private health agencies or organizations, particularly those serving underserved areas and populations.

* Adapted from Request for Proposals, Announcement Number: HRSA-14-076

Training Needs Assessment

Conducted September 2015-August 2016

Measures training needs in relation to:

- LHD Priority Initiatives
- COL Core Competencies (2014 version)*
- Essential Public Health Services
- 10 Content Areas

Training Needs Assessment

Goals:

- Comparable metrics across each state, territory, and commonwealth
- Comparable metrics across the region
- Anchor competency needs in high-priority initiatives
- Appropriate format for each state, territory, and commonwealth

New York and New Jersey

For smaller LHDs that may have only have two levels of employees – leadership (Tier 3) and workforce (Tier 2)

Phase 1

Survey #1 (Top-leadership self-administered)

Report on Department priorities (e.g. goals and objectives) and assess training needs of staff they supervise

- Who completes: Tier 3 (i.e. Health Commissioners, Health Directors, Health Officers)
- When/Where: Last 15-20 minutes of monthly meeting (e.g. NYSACHO membership meeting)
- Purpose: For Tier 3 to report on their health department goals and objectives and to give their assessment of training needs for staff they supervise (re: 10 EPHS, 8 Core Competencies, 10 Content Areas) for the next 12 months, in relation to those goals and objectives

Phase 2

Survey #2A (self-administered online survey)

Self-assessment of competencies and training needs

- Who completes: Workforce identified by top Leadership as staff they supervise or through staff directories, or other sources.
- When/Where: At work, on work time or non-work time
- Purpose: For staff to assess their own need for training and confidence level for each competency and other needs for training.

New York and New Jersey

For **larger** LHDs that have all three Tiers or Levels of employees (top leadership, management/supervisory, front line staff)

Phase 1

Survey #1 (Top-leadership self-administered)

Report on Department priorities
(e.g. goals and objectives) and
assess training needs of staff
they supervise

Who completes: Tier 3 (i.e. Health Commissioners, Health Directors, Health Officers)

When/Where: Last 15-20 minutes of monthly meeting
(e.g. NYSACHO membership meeting)

Purpose: For Tier 3 to report on their health department goals and objectives and to give their assessment of training needs for staff they supervise (re: 10 EPHS, 8 Core Competencies, 10 Content Areas) for the next 12 months, in relation to those goals and objectives

Phase 2

Survey #2A (self-administered online survey)

Self-assessment of
competencies and
training needs

Who completes: Workforce identified by top Leadership as staff they supervise or through staff directories, or other sources.

When/Where: At work, on work time

Purpose: For staff to assess their own need for training and confidence level for each competency and other needs for training.

Survey #2B (self-administered online survey)

Manager report on
training needs of line
staff he/she supervises

Who completes: Tier 2 or Management/Supervisory level staff

When/Where: At work, on work time

Purpose: To give their assessment of training needs for staff they supervise (Tier 1) in relation to high-priority health department goals and objectives for the next 12 months specified by top leadership in Survey #1

U.S. Virgin Islands

- Focus groups with Leadership
 - Self-administered self-assessments Leaders
- } *Without permanent Health Commissioner*
- Self-administered online self-assessment Leaders
 - Self-administered online self-assessment middle/program managers
- } *After confirmation of Health Commissioner*
- **Front line**

Puerto Rico

- Training Needs Assessment will be based on Workforce Development Needs Assessment conducted by Puerto Rico Department of Health with CDC funding repurposed for accreditation during the same time frame

Integrating Public Health Content Area in Needs Assessment

Leadership Survey
(Survey 1)

Mid-Management Self-Assessment
(Survey 2A)

Mid-Management Staff Report on training needs of staff they supervise
(Survey 2B)

Q12. Public Health Training Center Content Areas

In addition to general competency-based training, each Public Health Training Center across the country is responsible for providing training in one of 10 national public health content areas. Please look down this list and rank the TOP THREE (3) of these content areas in order of priority for training among staff you directly supervise, with #1 being the HIGHEST priority. You may select the same or additional content areas as those you identified as areas of high priority training need with regard to achieving NYS Prevention Agenda Priorities.

- ☒ 2 Health Disparities, Health Equity, Social Determinants of Health
- ☐ Public Health Preparedness
- ☒ 1 Health Informatics and Health Information Technology
- ☐ Infectious Diseases
- ☐ Environmental Public Health
- ☐ Nutrition, Physical Activity, and Obesity
- ☐ Diabetes
- ☒ 3 Behavioral Health - Mental Health and Substance Abuse
- ☐ Cancer
- ☐ Violence and Injury Prevention

Q13. Please describe training needs in relation to your top 3 selections:

Timeline Data Collection and Analysis

	-Mar	Apr	May	Jun	Jul	Aug
New York						
Leadership report on department needs (Survey #1)		C	C	A		
Mid-management self assessment				C	C	A
Mid-management report on training needs of direct reports				C	C	A
New Jersey						
Leadership report on department needs (Survey #1)		C	C	C,A	C,A	
Mid-management self assessment					C	C,A
Mid-management report on training needs of direct reports					C	C,A

C = data collection

A = data analysis

Timeline Data Collection and Analysis

	-Mar	Apr	May	Jun	Jul	Aug
U.S. Virgin Islands						
Focus groups with Tier 3	C, A					
Self-administered self-assessment Tier 3	C	C	C	C, A	A	
Self-administered self-assessment Tier 2				C	C,A	A
Self-administered self-assessment Tier 1					C	CA

C = data collection
A = data analysis

RESULTS

Results

NY Leadership Surveys

Analytical/ Assessment Skills	• Turn data into information for action
Policy Development/Program Planning Skills	• Plan, implement, evaluate, and improve policies or programs
Communication Skills	• Communication to influence behavior and improve health
Cultural Competency Skills	• Understand and effectively respond to individuals and populations in a community
Community Dimensions of Practice Skills	• Develop and maintain relationships and linkages within the community that affect health
Public Health Sciences Skills	• Use evidence in developing, implementing, evaluating, and improving programs and services
Financial Planning and Management Skills	• Use financial analysis methods for policies, programs, and services
Leadership and Systems Thinking Skills	• Collaborate with individuals and organizations in developing a vision for a healthy community

n=46

Results

New York

Public Health Content Areas

- Health Disparities, Health Equity, Social Determinants of Health
- Public Health Preparedness
- Health Informatics and Health Information Technology
- Infectious Diseases
- Environmental Public Health
- Nutrition, Physical Activity, and Obesity
- Diabetes
- Behavioral Health
- Cancer
- Violence and Injury Prevention

Results

New York

Public Health Content Areas

- **Health Disparities, Health Equity, Social Determinants of Health**
- Public Health Preparedness
- Health Informatics and Health Information Technology
- Infectious Diseases
- Environmental Public Health
- **Nutrition, Physical Activity, and Obesity**
- Diabetes
- **Behavioral Health**
- Cancer
- Violence and Injury Prevention

Results

NJ Leadership Surveys

Analytical/ Assessment Skills	• Turn data into information for action
Policy Development/Program Planning Skills	• Plan, implement, evaluate, and improve policies or programs
Communication Skills	• Communication to influence behavior and improve health
Cultural Competency Skills	• Assess policy, program, and service impacts on different populations
Community Dimensions of Practice Skills	• Facilitate collaboration among partners and community engagement
Public Health Sciences Skills	• Use evidence in developing, implementing, evaluating, and improving programs and services
Financial Planning and Management Skills	• Prepare proposals for funding • Establish teams and motivate personnel for achieving program and organizational goals • Develop and use performance management systems
Leadership and Systems Thinking Skills	• Contribute to continuous improvement of individual, program, and organizational performance

n=36

Results

New Jersey

Public Health Content Areas

- Health Disparities, Health Equity, Social Determinants of Health
- Public Health Preparedness
- Health Informatics and Health Information Technology
- Infectious Diseases
- Environmental Public Health
- Nutrition, Physical Activity, and Obesity
- Diabetes
- Behavioral Health
- Cancer
- Violence and Injury Prevention

Results

New Jersey

Public Health Content Areas

- Health Disparities, Health Equity, Social Determinants of Health
- **Public Health Preparedness**
- Health Informatics and Health Information Technology
- Infectious Diseases
- **Environmental Public Health**
- **Nutrition, Physical Activity, and Obesity**
- Diabetes
- Behavioral Health
- Cancer
- Violence and Injury Prevention

Results

U.S. Virgin Islands Leadership Surveys

Analytical/Assessment Skills

- Evaluate the validity and reliability of data
- Resolve gaps in existing data
- Ensure development of community health assessments
- Advocate for the use of evidence in decision making that affects the health of a community

Policy Development/ Program Planning Skills

- Develop organizational strategic plan with input from the governing body that oversees the organization
- Monitor implementation of organizational strategic plans
- Ensure the evaluation of policies, programs, and services
- Develop strategies for continuous quality improvement
- Assess the use of public health informatics in developing, implementing, evaluating, and improving policies and programs

Communication Skills

- Ensure that the organization seeks input from other organizations and individuals for improving the health of a community

-- continued

Results

U.S. Virgin Islands Leadership Surveys

Community Dimensions of Practice Skills	• Ensure that community input is used for developing, implementing, evaluating, and improving policies and programs • Negotiate for use of assets and resources to improve health in a community • Engage the organization in community-based participatory research
Financial Planning and Management Skills	• Engage governmental agencies with authority to address specific community health needs • Oversee the use of evaluation results to improve program and organizational performance • Establish performance management • Use performance management systems for program and organizational improvement
Leadership and Systems Thinking Skills	• Create opportunities for organizations to work together or individually to improve the health of a community • Ensure the management of organizational change

Region-wide Commonalities

Results

- Still receiving feedback from LHDs

What results will look like using [example](#)
from Anytown HD, NY.

www.region2phtc.org

Thank you!

Melissa Bernstein, MPH, CHES, CPH
Center Coordinator, Region 2 PHTC

mfb2145@cumc.columbia.edu

(212) 305-6984