User Guide & Resource Manual

Workforce Development Plan Template

Created: 2.2012

Introduction & Table of Contents

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.

Note: New materials, samples, and resources will be added to this document as they are identified.

CENTER FOR
PUBLIC HEALTH PRACTICE
College of Public Health

THE OHIO STATE UNIVERSITY

Template Development

Development Team

The following individuals contributed to the development of the template:

Agency	Individuals
Columbus Public Health	Laurie Dietsch & Beth Ransopher
Cuyahoga County Board of Health	Terry Allan & Annie Dunham
Lorain County General Health District	Stephanie Charles, Ken Pearce, Pat Kubel, Kim Polen, & Raymond Romero
Mahoning County Board of Health	Matthew Stefanak
Ohio Department of Health	Luz Allende & Debora Branham
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Development Process

In July 2011, the Center for Public Health Practice convened the 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

A more detailed description of the development process is provided in a separate document. If interested in learning more about the process and associated timeline, please contact Melissa Sever using the information provided below.

Questions

This Template User Guide & Resource Manual will be updated as new resources are identified. For questions about this template, and/or suggestions for additional resources and sample materials to be added, please contact:

Melissa Sever, MPH, MCHES, in the Center for Public Health Practice at The Ohio State University College of Public Health; msever@cph.osu.edu or (614) 292-2047.

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:

- Purpose & Introduction
- Agency Profile
- Workforce Profile
- Competencies & Education Requirements
- Training Needs
- Goals & Objectives
- Curriculum and Training Schedule
- Evaluation & Tracking
- Conclusion & Other Considerations
- Appendix

Editing the Template   The template is a Word document. The template 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.

Voluntary Accreditation Considerations   This template has been designed to address the documentation requirement for Public Health Accreditation Board (PHAB) Standard 8.2.1: *Maintain, implement, and assess the health department workforce development plan that addresses the training needs of the staff and the development of core competencies.*

According to the Standard, each health department must provide a health department-specific workforce development plan, updated annually. The plan must include:

- Plans to develop nationally adopted public health core competencies among staff.
- Training schedules and a description of the material or topics to be addressed in the training curricula.

If your agency intends to use this document to meet the documentation requirement for this standard, the two requirements above must be included as part of the plan.

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 local and regional resources, such as community colleges, hospitals, and academic institutions near your jurisdiction as well.

Resource	Location & Description
Area Health Education Centers	http://www.ohioahec.org/intEducation.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/displaycommon.cfm?an=4: offers conferences, health commissioner, and leader training
Association of Schools of Public Health (ASPH)	http://www.asph.org/userfiles/Competency-to-Curriculum-Toolkit08.pdf: provides competency to curriculum toolkit to help an agency link core competencies to training objectives/plan
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	Council on Linkages Core Competencies for the Public Health Workforce; Environmental Health; Epidemiology; Health Education; Public Health Preparedness
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	Certified Health Education Specialist ; Certified Public Health Practitioner ; Dieticians ; Nursing ; Physicians; Registered Sanitarian ; Social Work / Counselors: information regarding licensure and continuing education requirements; soeveral 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
National Environmental Health Association (NEHA) Ohio EHA	http://www.neha.org/CEweb/CE.asp: environmental health-related training opportunities and resources 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.ohnurses.org/AM/Template.cfm?Section=Earn_Contact_Hours&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=45&ContentID=5927: continuing education opportunities for nurses
Ohio Public Health Association (OPHA)	http://www.ohiopha.org/: annual public health combined conference as well as various conferences/events
Ohio Public Health Training Center, OSU College of Public Health Center for Public Health Practice	http://cph.osu.edu/practice/trainings: 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

Workforce Development Resources, *continued*

Resource	Location & Description
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://www.asph.org/document.cfm?page=780 ; network of 37 public health training centers (including Ohio PHTC); 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 ; *Guide to Strategically Planning Training and Measuring Results* to support agencies in establishing a training and workforce development plan

Evaluation Guidance

Introduction
This section is intended to provide an agency with training evaluation guidance. Suggestions are based on the Kirkpatrick Model, a standard training evaluation model. More information about the Kirkpatrick Model of evaluation can be found here: http://www.kirkpatrickpartners.com/

Kirpatrick Model
Kirkpatrick's Model includes four levels of evaluation. These include:
- Level 1 – Reaction
- Level 2 – Learning
- Level 3 – Behavior
- Level 4 – Results

As the levels progress, the evaluation methods and tracking get more complex. At minimum, training programs should be evaluated at level 1. In most situations, *measurement at levels 1,2, and 3 is sufficient to determine if a training program is useful and beneficial.* A summary of each level of evaluation, as well as methods for measurement, are described in more detail below.

Level 1: Reaction
Level 1 evaluation measures participants' reactions to training and should be completed immediately following a training event. Level 1 data is useful because:

1. transfer of learning to work is unlikely to happen unless a participant has a good experience
2. feedback can be used to improve the training program

Common questions addressed in Level 1 evaluation include:
- Did you like the program?
- How were the instructors?
- To what extent were the learning objectives met?
- Did the content apply to your work?
- What did you like best?
- What could be improved?

Important Note: *A sample Level 1 evaluation form is provided on page 7.*

Level 2: Learning
Level 2 evaluation measures participant learning. This includes a change in knowledge, skills, and/or attitude (KSA) of the participant as related to the learning objectives for the training event. Level 2 evaluation should occur immediately following a training. The table below provides methods for how to assess changes in knowledge, skill, and attitude.

Measure	Methods
Knowledge	Tests and quizzes designed to measure the degree of learning that has taken place.
Skills	Performance test that requires the test taker to create a product or demonstrate a process. Goal is to determine whether the person can perform the skill or task taught in the training event.
Attitude	Pre-post questionnaires that have participants give their ratings for various attitude related items.

Level 3:
Behavior

The goal of Level 3 evaluation is to find out if participants' change their behaviors on the job as a result of the training. This is often referred to as transfer of learning (from the classroom to the job). The following are Kirkpatrick's recommendations for designing Level 3 evaluation.

1. Allow time for behavior change to take place.
2. Establish an environment that supports transfer of learning (ie. provide opportunities for the participant to utilize their newly acquired KSAs on the job; ensure they have the resources needed to do their job).
3. Evaluate before and after the training event, if possible, in an effort to measure change.
4. Survey or interview individuals who observe the participants behavior at work (colleague, supervisor).
5. If evaluating before and after is not possible, consider a retrospective survey which gives participants (colleagues and supervisors) an opportunity to think back to their behavior before the training program and compare it to their current performance.

Level 3 is important because it provides measurement of actual behavior; also, Level 3 outcomes are required if you plan to measure Level 4. Again, *measurement at levels 1, 2, and 3 is usually sufficient to determine if a training program is useful and beneficial.*

Level 4:
Results

The goal of Level 4 evaluation is to find out if the training event led to results, especially business results, that contribute to the "bottom line".   Examples include:

- Increased productivity and performance
- Reduction in turnover
- Higher morale
- Greater job satisfaction
- Lower absenteeism

Evaluation at this level is time consuming, difficult, and often expensive to both track and measure. Therefore, specific guidance for measuring Level 4 training results is not included as part of this manual. For those agencies interested in conducting Level 4 evaluation, the following resources may be useful:

Evaluation Guidance: 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:

	1=strongly disagree	2=disagree	3=neutral	4=agree	5=strongly agree
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):

	1=strongly disagree	2=disagree	3=neutral	4=agree	5=strongly agree
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)

	1=strongly disagree	2=disagree	3=neutral	4=agree	5=strongly agree
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)

	1=strongly disagree	2=disagree	3=neutral	4=agree	5=strongly agree
15. The facility was conducive to learning.	1	2	3	4	5

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.

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* Divisional mission statements 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

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)	*What is Public Health? Module 1 Orientation to Public Health in Ohio* **Pennsylvania and Ohio Public Health Training Center j:training/employee orientation/OPHO 1.ppt*** *A Look at Public Health* **Ohio Cooperative Extension Service Bulletin 612*** *Ten Great Public Health Achievements*, United States 1900-1999 **MMWR www.cdc.gov/mmwr/PDF/wk/mm4812.pdf*** *Principles of Public Health: History of Public Health* (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)	*Public Health in Ohio Module 3 Orientation to Public Health in Ohio* **Pennsylvania and Ohio Public Health Training Center j:training/employee orientation/OPHO 3.ppt*** *Core Functions of Local Boards of Health* (videotape) **National Association of Local Boards of Health** *2001 State Health Resources Plan Part 3 pp 1-17*** *Board of Health Leadership Development Guide* **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 *An Introduction to Community Health*, 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	*The Legal Basis of Public Health Practice* - **CDC Public Health Training Network course www.phppo.cdc.gov/phtn/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 *The Public Health Law Manual*, 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