

EMPLOYEES DEEPEN THEIR UNDERSTANDING OF THE 10 ESSENTIAL PUBLIC HEALTH SERVICES COCONINO COUNTY HEALTH DEPARTMENT (ARIZONA) FTES: 132/POPULATION SERVED: 130,000

PLAN

Identify an opportunity and Plan for Improvement

1. Getting Started

Using the Public Health Accreditation Board (PHAB) Self-Assessment and a quality improvement (QI) project, CCPHSD focused up **Domain 8: Maintain a Competent Public Health (PH) Workforce** to delve into staff understanding of public health via **Standard 8.2: Assess staff competencies and address gaps by enabling organizational and individual training and development opportunities.**

2. Assemble the Team

The team consisted of our PHAB Accreditation Coordinator and CCPHSD's Senior Management Team.

3. Examine the Current Approach

CCPHSD had no systematic process to assess staff competencies and address gaps by enabling organizational and individual training and development opportunities within the context of PH. Therefore, in order to assess the level of public health understanding by the workforce, CCPHSD implemented an all-staff survey and for this QI effort, examined one of these questions in-depth, in advance of a training being provided to each participant, within the context of his/her Service Unit.

4. Identify Potential Solutions

CCPHSD focused on **Question 7** of the Fall 2010 Employee Survey which read: **"Which of the following is NOT one of the 10 Essential PH Services? (hint: there's more than one!)"** (three false choices were mixed in with five correct ones). This question was selected because it was the most foundational of all the questions in the survey. CCPHSD felt this would enable them to get the most out of the QI effort, by aligning it with accreditation preparation efforts (since the PHAB Domains are based upon the 10 Essential PH Services).

5. Develop an Improvement Theory

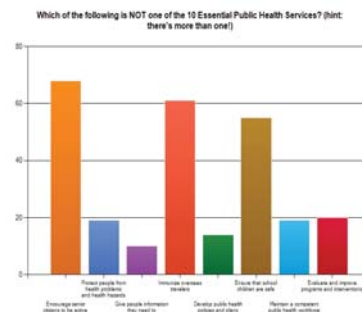
IF staff associate how *their jobs* contribute to PH (within the context of one of the 10 Essential PH Services), THEN they will learn the 10 Essential PH Services more quickly. The intervention will have resulted in improvement if the scores in Question 7 improve after the training (when staff correctly identify the three "false" Essential PH Services in Question 7).

DO

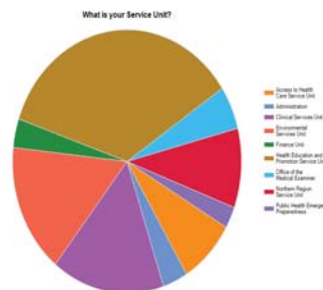
Test the Theory for Improvement

6. Test the Theory

Staff originally responded per the chart below (incorrectly selecting five which actually ARE Essential PH Services):



100% of staff were surveyed.



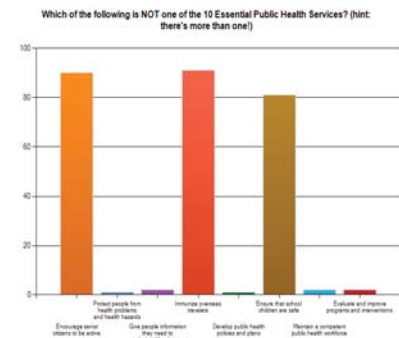
Baseline data was collected. The Senior Health Planner trained staff and a post-test was conducted.

CHECK

Use Data to Study Results of the Test

7. Check the Results

Staff deepened their knowledge: At the beginning, only 17.7 % of staff correctly selected **all three** "false" 10 Essential PH Services in Question 7. Remarkably, during the post-test, 72.3% correctly identified **all three**.



ACT

Standardize the Improvement and Establish Future Plans

8. Standardize the Improvement or Develop New Theory

CCPHSD will continue doing staff in-services in a way that ties PH concepts into the everyday life and work activities of staff.



9. Establish Future Plans

CCPHSD will encourage a culture of continuous QI, especially on topics which pertain to preparing for national voluntary accreditation while improving programs.