Welcome to the Cambridge Public Health Department Workforce Development Program
WELCOME TO THE
CAMBRIDGE PUBLIC HEALTH DEPARTMENT
Objectives

- Orient staff to the contents of the Workforce Development Plan
- Discuss the implications of the plan
Reaching for quality
Contents of the Plan

- Competencies & Education Requirements
- Training Needs
- Curricula & Training Schedule
Contents of the Plan

- Competencies & Education Requirements
- Training Needs
- Curricula & Training Schedule
PUBLIC HEALTH COMPETENCIES

ORGANIZATIONAL COMPETENCIES

CULTURAL COMPETENCY

QUALITY IMPROVEMENT

WORKFORCE DEVELOPMENT PLAN
Core Competencies for Public Health Professionals

- The *Council on Linkages Core Competencies for Public Health Professionals 2010* is a nationally recognized set of broad public health skills.

1. Analytic/Assessment
2. Policy & Program Development
3. Communication
4. Cultural Competency
5. Community Dimensions of Practice
6. Public Health Sciences
7. Financial Planning and Management
8. Leadership and Systems Thinking

- Tier 1 – Front Line and Entry Level
- Tier 2 – Program Management/Supervisory Level
- Tier 3 – Senior Management/Executive Level
Foster a culture of quality improvement through:

- Staff participation in quality improvement projects
- Staff confidence in participating in quality improvement processes
- Staff familiarity with quality improvement tools
National Standards for Culturally and Linguistically Appropriate Services (CLAS)

- Staff reflect the diversity of the community
- Policies for recruitment and retention of diverse staff
- Professional development in cultural competency
National Standards for Culturally and Linguistically Appropriate Services (CLAS)

Language Access

- Providing professional interpreter services.
- Providing written notices about rights to language assistance services.
- Providing Disability Access Notices
- Using culturally and linguistically appropriate resources to promote health.
Cultural Competency & Health Equity

National Standards for Culturally and Linguistically Appropriate Services (CLAS)

- Having policies or procedures place for identifying diverse communities.
- Considering cultural and linguistic differences in developing programs.
- Using race, ethnicity, and language (REL) service area data in delivering program services.
- Collecting client satisfaction data to inform further culturally and linguistically appropriate service (CLAS) delivery.
- Participating in partnerships with other agencies that target the diverse cultural groups.
- Use of the *Making CLAS Happen* manual.

Organizational Support
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Massachusetts CE Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing (RN, LPN)</td>
<td>15 CEUs every 2 years</td>
</tr>
<tr>
<td>Registered Environmental Health Specialist / Registered Sanitarian (REHS/RS)</td>
<td>24 CEUs every 2 years</td>
</tr>
<tr>
<td>Asthma Educator (AE-C)</td>
<td>35 CEUs every 5 years</td>
</tr>
<tr>
<td>Dietitian (RD, LD)</td>
<td>75 CEs every 5 years</td>
</tr>
<tr>
<td>Principal Investigator (PI) or research member</td>
<td>9 CEs every 3 years</td>
</tr>
<tr>
<td>Veterinarian (DMV)</td>
<td>15 CEs every year</td>
</tr>
</tbody>
</table>
Competencies
Workforce Assessment
Agency Profile Overview
**Agency Profile - Gender**

Total number of staff = 57

<table>
<thead>
<tr>
<th>Cambridge Public Health Department Staff Gender Distribution</th>
<th>US LPHDs*</th>
</tr>
</thead>
<tbody>
<tr>
<td>88% FEMALE</td>
<td>83%</td>
</tr>
<tr>
<td>12% MALE</td>
<td>17%</td>
</tr>
</tbody>
</table>

* NACCHO’s National Profile of Local Health Departments
Agency Profile - Race

DISTRIBUTION OF RACE - PERCENT

- CPHD
- CITY
- US LHDS*

* NACCHO’s National Profile of Local Health Departments
Almost half of staff are over 55 years old.
Workforce Stability and Retention

61% WORKED IN PH 10 YRS OR MORE

77 PERCENT WORKED FOR CPHD FOR 10 YEARS OR MORE

89 PERCENT WORKED IN CURRENT POSITION FOR 10 YEARS OR MORE

LIFE CHANGE 44%  HIGH PAY 40%  GROWTH 37%  RETIREMENT 33%
Staff Educational Interests

**How Staff Obtained Public Health Training**
- MPH: 16%
- Job Training: 81%

**Preferred Training Methods**
- In-Person: 88%
- Cloud-Based: 74%

**Staff Training Interests**
- PH Topics: 76%
- CEUs: 22%
- Bachelor/Masters: 33%
- Academic Certificate: 16%

80% Staff with College Degree
Barriers to training

- Classes are not easily accessible: 8%
- Not available during work hours: 16%
- Cost: 20%
- Time: 47%
Competencies to be addressed

• Local Public Health Departments and the Essential Public Health Services

• Introduction to Data in Public Health

• Communications and Social Marketing in Public Health

• Cultural Competency

• Evidence-Based Practice
Quality Improvement & Performance Management
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>84%</td>
<td>Understand importance of QI</td>
</tr>
<tr>
<td>57%</td>
<td>Participated in 1-3 QI projects</td>
</tr>
<tr>
<td>41%</td>
<td>Feel confident participating in QI</td>
</tr>
</tbody>
</table>

More than 66 percent unfamiliar with 10 of 14 QI tools.
Cultural Competency Assessment
Policies:

- The recruitment, retention, training, and promotion practices of diverse staff
- Identifying diverse communities and their needs
- Using race, ethnicity, and language (REL) community/service area data in delivering program services where available
- Collecting client satisfaction data to inform culturally and linguistically appropriate service (CLAS) delivery
- Considering cultural and linguistic differences in developing programs or processes
Implications for the Plan

Training:

• Cultural competency
• The Provision of timely professional interpreter services, at no cost, to all Limited English Proficiency (LEP) clients, including those clients who use American Sign Language
• The Provision of Disability Access Notices to deaf or hard of hearing clients and clients with disabilities
• The Provision of verbal and written notices about the right to language assistance services to English proficiency (LEP) or deaf or hard of hearing clients
• Use of the MDPH *Making CLAS Happen* manual
Organizational Competencies
Strategic Plan:

- How to effectively use data
- Brand ambassadorship
- Website and social media policies
- Program-specific social marketing
- Organizational effectiveness including High Performance Teams
- Leadership development
Orientation Needs:

- Organizational Chart and Program Descriptions
- Relationship between CPHD, CHA, and City of Cambridge
- CPHD Regulatory Activities and Powers
- Administrative Standard Operating Procedures
- Introduction to CPHD's Accreditation Process

CPHD- or discipline-specific skills
Contents of the Plan

- Competencies & Education Requirements
- Training Needs
- Curricula & Training Schedule
Within 1 month of hire date

CPHD Orientation

- Organizational Chart and Program Descriptions
- Relationship between CPHD, CHA, and City
- CPHD Regulatory Activities and Powers
- Standard Operating Procedures
- CPHD's Accreditation Process
Within 3 month of hire date

- HR Orientation
- CHA Privacy Training
- ICS 100 and NIMS 700 Trainings
Within 6 month of hire date

Introduction to Quality Improvement

Introduction to Performance Management
Within 1 year of hire

- Introduction to Public Health
- Introduction to Communications
- Introduction to Data in Public Health
- Evidence-Based Practice
Within 1 year and annually thereafter

- CHA Rapid Regulatory Compliance
- CHA annual trainings (e.g. SMART test)
- Cultural Competency (every two years)
Trainings for specific groups of staff
Tier 2-3: Program Management/Supervisory Level

Annually

Leadership Effectiveness
Within 6 months

• Communications for Programs
  – Program-specific Social Marketing

Every two years

• Public Health Law
3 months

• Admin Orientation
  – Electronic Death Registration System (VIP)
  – Meditech
  – MIIS Vaccine

• TB Clinic Training
  – Using EPIC for TB Clinic
  – State billing
  – Scanning paperwork
Within 1 month

• Surveillance
  – Surveillance of Infectious Diseases
  – MAVEN

Within 3 months

• Public Health Law
  – Isolation and Quarantine Laws Parts 1 and 2
Public Health Nursing

Within 1 month
  • Orientation on Surveillance and EMR

Annually
  • Public Health Law

Every two years
  • CPR Certification
School Health

Within 1 year
• School Health Orientation

Annually
• School Health Annual Meeting/ Public Health Law

Every two years
• CPR Certification
Within 1 month

• Introduction to Public Health Emergency Preparedness

Every two years

• Public Health Law
Every two years

- Public Health Law
QI & PM Champions

Annually

- Advanced Quality Improvement
- Advanced Performance Management
What do I want to achieve in 3 years?

What training & support do I need?

Here are my aspirations and this is the help I need.

I have a professional development plan with my goals for the year!