



# CT-RI Public Health Training Center

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# Objectives

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Describe the mission and purpose of the Public Health Training Center (PHTC) program

Explain the significance of the public health practice competencies to workforce development, continuing education, accreditation and job descriptions

List three resources/benefits health educators can receive from the PHTC program



# Public Health Training Center Program

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- ▶ Partnerships between accredited schools of public health, related academic institutions and public health agencies and organizations.
- ▶ Designed to improve the Nation's public health system by strengthening the technical, scientific, and managerial and leadership competence of current and future public health professionals.
- ▶ Funded by the Health Resources and Services Administration (HRSA).



# Who do PHTC's Train?

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- ▶ **Public health workforce**
  - ▶ Responsible for providing any of the 10 Essential Public Health Services
  - ▶ Employed in both governmental and non-governmental agencies
- ▶ = Lots of workers!



Priority is given to the governmental public health workforce



# PHTC Locations

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# CT-RI Public Health Training Center



# Overarching CenterGoals

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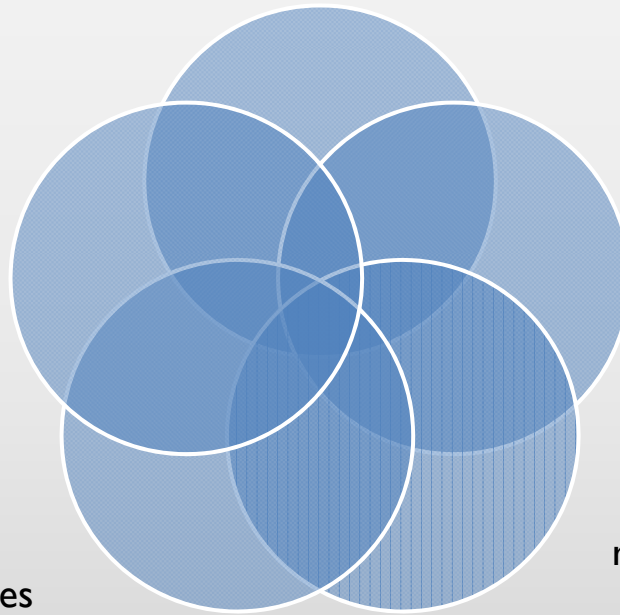
Strengthen **academic  
and practice  
partnerships** within and  
across CT and RI

**Create practice-  
based learning  
experiences** for  
students in agencies in  
areas where significant  
health disparities exist

Continually **assess  
workforce training  
needs**

**Demonstrate  
improvements** in  
educational outcomes  
and professional  
practice

Develop and deliver  
relevant and practical  
**competency-based  
trainings** in a variety  
of formats



# Center Structure

Yale School of Public Health  
Office of Community Health

- Central administration and oversight
- CT lead: Supports training, collaborative projects, field placements

Brown University  
Program in Public Health

- RI lead: Supports training, collaborative projects, field placements

SCSU Department  
of Public Health

- Supports collaborative projects and field placements

UConn Master's  
Program in Public Health

- Supports collaborative projects and field placements

YNHHS Center for  
Healthcare Solutions

- Evaluation and technical support





# Center Governance

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1. **Joint Governing Council:** *Overall leadership functions shared across the two participating states*
2. **State Advisory Councils:** *Responsible for providing local guidance and stewardship*
  - ▶ CT Partnership for Public Health Workforce Development
  - ▶ RI Roundtable
3. **Instructional Advisory Council:** *Academic and practice partners with subject matter expertise and/or knowledge of educational training modalities*



# Connecticut Partnership

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Office of Community Health, Yale School of Public Health

University of Connecticut Master of Public Health Program

Southern Connecticut State University Department of Public Health

Yale New Haven Health System Center for Healthcare Solutions

Connecticut Department of Public Health

Connecticut Association of Directors of Health

Connecticut Environmental Health Association

Connecticut Association of Public Health Nursing

Connecticut Public Health Association

Connecticut Area Health Education Centers

Community Health Care Association of Connecticut

New England AIDS Education and Training Center: CT Affiliates

Center for Interdisciplinary Research on AIDS at Yale



# CT-RI PHTC: Public Health Core Competencies



# Public Health Competencies

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Are a set of skills desirable for the broad practice of public health

Reflect characteristics that staff of public health organizations may want to possess as they work to protect and promote health in the community

Are designed to **serve as a starting point** for academic and practice organizations to understand, assess and meet training and workforce needs



# Council on Linkages Between Academia and Public Health Practice

- ▶ To improve public health practice, education, and research by:
  - ▶ Fostering, coordinating, and monitoring links among academia and the public health and healthcare community;
  - ▶ Developing and advancing innovative strategies to build and strengthen public health infrastructure; and
  - ▶ Creating a process for continuing public health education throughout one's career.

## ▶ 19 National Public Health Organizations:

- ▶ American College of Preventive Medicine
- ▶ American Public Health Association
- ▶ Association for Prevention Teaching and Research
- ▶ Association of Accredited Public Health Programs
- ▶ Association of Public Health Laboratories
- ▶ Association of Schools of Public Health
- ▶ Association of State and Territorial Health Officials
- ▶ Association of University Programs in Health Administration
- ▶ Centers for Disease Control and Prevention
- ▶ Community-Campus Partnerships for Health
- ▶ Health Resources and Services Administration
- ▶ National Association of County and City Health Officials
- ▶ National Association of Local Boards of Health
- ▶ National Environmental Health Association
- ▶ National Library of Medicine
- ▶ National Network of Public Health Institutes
- ▶ National Public Health Leadership Development Network
- ▶ Quad Council of Public Health Nursing Organizations
- ▶ Society for Public Health Education



# About the Core Competencies

- Purpose: to help strengthen public health workforce development
- Original Core Competencies adopted (April 2001)
- Set of skills, knowledge and attitudes
- Specified skill levels
- Focus on the practice of public health in different settings and sectors
- Difficult to measure—intentional
- Re-visit every 3 years



# Use of Core Competencies

## **Develop**

- Job descriptions
- Workforce competency assessments
- Discipline-specific competencies
- Training plans
- Workforce development plans
- Performance objectives
- Continuing education programs

## **Conduct**

- Curricula review and development
- Performance reviews/evaluations



# Use of Core Competencies

## State Health Departments (SHDs)

- ASTHO reported in 2009 that more than half of the SHDs were using the Core Competencies

## Local Health Departments (LHDs)

- NACCHO's 2008 profile study noted that over 30% of LHDs are using the Core Competencies

## Academia

- Results of a 2006 COL survey showed that over 90% of academic public health programs use the Core Competencies

## Federal Agencies

- CDC— developing discipline-specific competencies and guiding training
- HRSA— needs assessments and training programs offered by Public Health Training Centers





# New Uses of Core Competencies

## Accreditation

- Core Competencies are incorporated into the Public Health Accreditation Board (PHAB) standards

## Healthy People 2020 Objectives

- *Increase the proportion of Federal, Tribal, State, and local public health agencies that incorporate Core Competencies for Public Health Professionals into **job descriptions and performance evaluations.***
- *Increase the proportion of Tribal, State, and local public health personnel who receive **continuing education** consistent with the Core Competencies for Public Health Professionals.*
- *Increase the proportion of CEPH accredited schools of public health, CEPH accredited academic programs, and schools of nursing (with a public health or community health component) that **integrate Core Competencies for Public Health Professionals into curricula.***



# Core Competencies Domains

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Analytic/Assessment Skills

Policy Development/Program  
Planning Skills

Communication Skills

Cultural Competency Skills

Community Dimensions of  
Practice Skills

Basic Public Health Sciences Skills

Financial Planning and  
Management Skills

Leadership and Systems Thinking  
Skills



# Core Competencies Domains

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## Analytic/Assessment Skills

- Identify and understand data
- Turn data into information for action
- Assess needs and assets to address community health needs



# Core Competencies Domains

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## Policy Development/Program Planning Skills

- Determine needed policies
- Effectively advocate for policy
- Plan, implement, evaluate, and improve programs



# Core Competencies Domains

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## Communication Skills

- Listen
- Interpret
- Communicate



# Core Competencies Domains

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## Cultural Competency Skills

- Understand and effectively respond to diverse needs
- Assess organizational cultural diversity and competence
- Ensure organizational cultural competence



# Core Competencies Domains

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## Community Dimensions of Practice Skills

- Evaluate and develop linkages and relationships within the community
- Maintain and advance partnerships and community involvement
- Defend public health policies and programs
- Evaluate effectiveness and improve community engagement



# Core Competencies Domains

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## Basic Public Health Sciences Skills

- Incorporate core public health functions into practice
- Apply basic sciences to practice
- Critique and develop research
- Establish academic partnerships





# Core Competencies Domains

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## Financial Planning and Management Skills

- Leverage community resources
- Manage partnerships and ensure programs are well managed
- Evaluate program performance
- Motivate
- Establish Performance Management System



# Core Competencies Domains

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## Leadership and Systems Thinking Skills

- Incorporate ethical standards into the organization
- Integrate systems thinking into public health practice
- Mentoring
- Ensure CQI
- Adjust practice to address changing needs and environment
- Manage organizational change



# CT-RI PHTC: Major Activity Areas



# Assessment of Needs and Assets

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- ▶ Assessment of training needs of the CT and RI public health workforce by discipline and work setting
- ▶ Assessment of HIV/AIDS training and curricula needs
- ▶ Assist state and local health departments with training needs assessments related to accreditation
- ▶ Assess needs of community health workers



# Health Educator Focus Group

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Required to be knowledgeable in a broad array of areas

Many work in small agencies, are grant funded, have very limited resources to support their training needs.

Need to be on top of national trends in community health education, federal programs and grants.

Important skill sets - grant writing, how to be a trainer, public speaking, project management and working in teams.



# Continuing Education Offerings: Topics

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- Healthy Homes
- Emerging Issues and Updates in Public Health
- Performance Management and Quality Improvement
- HIV/AIDS
- Software Training
- Patient-Centered Medical Homes



# Continuing Education Offerings: Formats

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- ▶ Distance Learning – Webinars (live and recorded) and self-paced online courses
- ▶ Face to Face (Live) Learning – Seminars, courses, workshops and conferences and exercises
- ▶ Hybrid Learning – Combination of distance learning and live formats.
- ▶ Use of TRAIN CT to manage all CT-RI PHTC programs

**TRAIN**National



# Continuing Education Offerings: CEUs

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- ▶ **CPH** Recertification credits (category I)
- ▶ **NEHA** and other public health professional contact hours
- ▶ **CHES** Contact Hours (category I)
  - Courses are approved where indicated
  - To apply for CHES contact hours:
    - You need to **1)** have viewed the program in its entirety and **2)** have taken the program evaluation.
  - CHES certificates will be provided via email for your contact hours.





# Collaborative Projects and Field Placements

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Coordinate and support execution of **field placements** among academic partners

Identify **priority agencies** and geographic areas for field placements focused on **health disparity**

Coordinate and support collaborative projects with **students, faculty and priority agencies** designed to improve public health services



# Outreach and Communication

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CT-RI PHTC  
website

Quarterly e-  
newsletter

Use of social  
media:  
Facebook and  
twitter

Increased  
presence on  
TRAIN LMS

Networking  
with national  
PHTC  
network  
colleagues

Collaborations  
with other  
HRSA  
programs, such  
as AHEC



# Evaluation Plan Overview

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- ▶ Process and outcomes data will be used to develop a “scorecard” to show how well objectives are being met and identify areas in need of improvement
- ▶ Use of pre and post testing, overall course evaluations and analysis of TRAIN data to assure a continuous quality improvement process for trainings
- ▶ Systematic data collection to ensure trainings and field placements are relevant to practice and conducted in formats most effective for building required competencies and skills



# Benefits to Health Educators

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Live webinars and workshops on wide variety of key public health topics

On-demand trainings: always available

CHES contact hours

Training resources on [CT-RI PHTC](#) and [national PHTC](#) website

Ability to develop trainings specifically for health educators



## CT-RI PHTC Contacts

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