

San Antonio Metropolitan Health District Employee Workforce Development Survey

Metro Health is conducting this survey to...

- determine how, when and why employees enter the public health workforce and remain with the organization
- assess employees' professional development and continuing education needs and preferences
- evaluate employees' health information needs, information searching behaviors and access to library resources
- assess the public health framework within which employees perform assigned tasks and job duties

Your honest and candid responses will allow Metro Health to identify the most effective methods for promoting access to professional development and continuing education opportunities and public health information resources. Additionally, your responses will facilitate the creation of a strategic workforce development plan that will support employees' training needs and the national accreditation process. The survey will take approximately 20-30 minutes to complete. Paper copies and language translations are available.

Feel free to contact Jac Peery with your questions, concerns or suggestions:

Jacqueline Peery, MSIS, CHES

Health Information Librarian

The Grace and Harold Sewell Memorial Fund Fellowship

<http://sewellfund.org/>

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Thank you in advance for taking the time to complete this survey!

What is your current Division within Metro Health?

- Administrative Services (Director's Office, Facilities, Fiscal, HR, IT, Public Relations, Vital Statistics)
- Clinical Services (STD/HIV, TB, Immunization, Dental)
- Environmental Services (Sanitation, Vector Control, Lab, PHEP, EHWC, PCEH)
- Population-based Services (Obesity/Chronic Disease, CPPW, Tobacco, Project WORTH, Healthy Start, WIC, School)

How many years have you been employed...

	as a public health worker?	for Metro Health?
	Select 1	Select 1
less than 1 year	<input type="radio"/>	<input type="radio"/>
1-4 years	<input type="radio"/>	<input type="radio"/>
5-9 years	<input type="radio"/>	<input type="radio"/>
10 - 19 years	<input type="radio"/>	<input type="radio"/>
20 + years	<input type="radio"/>	<input type="radio"/>

Where were you immediately prior to beginning employment with Metro Health?

- Health care services (clinics or hospitals)
- Higher Education/Academic employment
- K-12 employment
- Student
- Military
- Nonprofit organization
- Other COSA department
- Other governmental agency
- Other governmental public health agency
- Private industry
- Self-employed
- Unemployed/Looking for work
- Other _____

Please select your highest level of education...

	when you FIRST joined Metro Health.	currently attained.
	Select 1	Select 1
High School/GED	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
Associate's degree	<input type="radio"/>	<input type="radio"/>
Bachelor's degree	<input type="radio"/>	<input type="radio"/>
Master's degree	<input type="radio"/>	<input type="radio"/>
Doctoral degree	<input type="radio"/>	<input type="radio"/>
Advanced professional degree (e.g. DDS, MD, JD, etc.)	<input type="radio"/>	<input type="radio"/>

In your current position you are a... (SELECT ALL THAT APPLY):

- Full-time employee
- Part-time employee
- Temporary employee
- Contract employee

Gender Identity:

- Female
- Male

Please enter your age range:

- 18-29 years
- 30-44 years
- 45-59 years
- 60 + years

Race/Ethnicity (SELECT ALL THAT APPLY):

- American Indian/Alaska Native/ Native Hawaiian/Pacific Islander/Asian
- Black/African American
- Hispanic/Latino
- White
- Other: _____

Are you fluent in a language besides English?

- Yes
- No

Which additional language are you a fluent speaker?

How much do these factors influence your decision to REMAIN with Metro Health? (Please use the scale from 1-10 to indicate your level of influence with 10 = most influential; 5 = average influence; and 1 = least influential)

_____ Competitive benefits

_____ Competitive salary

_____ Flexibility of work schedule

_____ Job security

_____ Identifying with the mission and vision

_____ Wanted a career in the public health field

_____ Wanted to work with specific populations served by public health

Please rate how strongly you agree or disagree with the following statements about the ORGANIZATIONAL CULTURE at Metro Health:

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
There is an atmosphere of trust and mutual respect within the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees are held to high professional standards for the work they do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovative ideas and creative solutions are encouraged and considered by management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New employees are supported in their new roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work environment is safe and secure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate how strongly you agree or disagree with the following statements about CAREER ADVANCEMENT at Metro Health:

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Employees are being professionally mentored to excel in their current positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees are being trained and prepared to accept greater responsibility in their current roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees receive constructive feedback that can help them improve their performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees are trained and supported to pursue advanced positions within Metro Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate how strongly you agree or disagree with the following statements about PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION at Metro Health:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Adequate time is provided for professional development and continuing education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employees are provided with opportunities to learn from one another across programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development opportunities offered provide employees with the knowledge and skills most needed to do their work effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership/supervisors support professional development and continuing education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The purpose of the following questions is to assess your information seeking behavior and the health information needs you have in order to successfully complete your assigned job duties. Your honest and candid responses will help us determine what resources need to be made available to our staff.

How do you usually locate resources and best-practices information to perform your job? (Please rank in order with 1 being how you usually locate resources)

- _____ Self-directed Internet searches (think: Google search)
- _____ Ask an assistant or a co-worker to look for information on your behalf
- _____ Contact a colleague outside of Metro Health
- _____ Contact a librarian/information specialist

How frequently do you utilize the following resources to perform your job? What method and source do you prefer?

	Frequency of use					Method/Source	
	Daily	Weekly	Monthly	Seldom	Never	In-person/Print	On-line/Electronic
➤ UTHSCSA Libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
➤ San Antonio Public Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
➤ State/Federal agency reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
➤ Professional conferences/meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
➤ Professional journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
➤ Mass media (newspapers/magazines/TV/radio)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
➤ Metro Health memos/reports/documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have a professional credential that requires annual continuing education?

- Yes
- No

How do you currently meet your continuing education and professional development needs/requirements? (SELECT ALL THAT APPLY):

- In-person workshops/seminars/conferences hosted by a professional organization
- On-line web-based courses/self-study hosted by a professional organization
- In-house training provided by Metro Health

Who covers the expenses of your continuing education and professional development trainings? (SELECT ALL THAT APPLY):

- I cover the expenses out-of-my-own-pocket
- My grant covers the expenses
- Metro Health covers the expenses

How interested are you in participating in public health education and training?

- Very interested
- Interested
- Not interested

What format would work best for you to participate in public health education? (Please rank in order of preference with 1 being the most preferred)

- _____ On-line courses only
- _____ On-site courses offered at Metro Health (332 W. Commerce)
- _____ On-site courses offered at The UT School of Public Health (Medical Center)
- _____ On-site courses offered at UTSA Department of Health & Kinesiology (1604 Campus)

How important is receiving academic credit that can be applied towards a degree (undergraduate or graduate)?

- Extremely Important
- Very Important
- Neither Important nor Unimportant
- Very Unimportant
- Not at all Important

How interested are you in attending library instruction, information seeking, and database searching classes?

- Very interested
- Interested
- Not interested

What format would work best for you to participate in library instruction classes? (Please rank in order of preference with 1 being the most preferred)

- _____ On-line only
- _____ On-site courses offered at Metro Health sites
- _____ On-site courses offered at the library branches

Are there other types of continuing education and professional development trainings that interest you?

How interested are you in having access to a Social Business Network among your Metro Health colleagues? (e.g. an application like Facebook)

- Very interested
- Interested
- Not interested

If you are interested or very interested in a Social Business Network, what kinds of posts would you like to see presented? (SELECT ALL THAT APPLY)

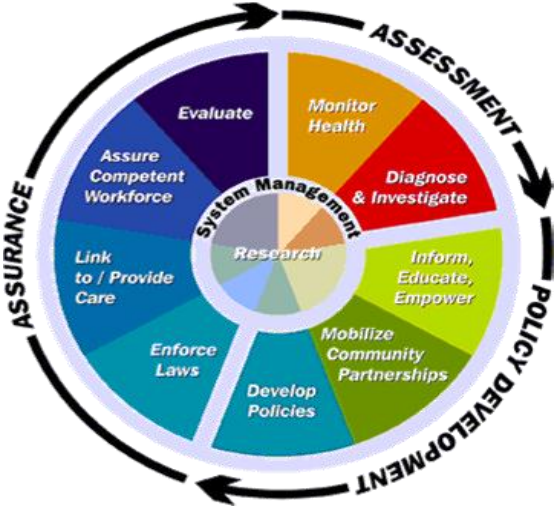

- Events hosted by Metro Health Staff
- New hire introductions
- Staff photos
- Press releases
- Departmental news
- Other _____

How knowledgeable are you about the scope of services provided by Metro Health for the San Antonio and Bexar County community? (Please use the scale from 1-10 to indicate your level of influence with 10 = most influential; 5 = average influence; and 1 = least influential)

- _____ Administrative Services: Public Relations
- _____ Administrative Services: Vital Statistics
- _____ Administrative Services: Community Health Assessment
- _____ Administrative Services: Information Technology
- _____ Administrative Services: Human Resources
- _____ Administrative Services: Fiscal
- _____ Clinical Services: STD/HIV
- _____ Clinical Services: TB
- _____ Clinical Services: Immunization
- _____ Clinical Services: Dental
- _____ Environmental Health Services: Sanitation
- _____ Environmental Health Services: Vector Control
- _____ Environmental Health Services: Laboratory
- _____ Environmental Health Services: Public Health Emergency Preparedness
- _____ Environmental Health Services: Epidemiology
- _____ Environmental Health Services: Environmental Health & Wellness Center
- _____ Environmental Health Services: Public Center for Environmental Health
- _____ Population Based Services: Chronic Disease Prevention
- _____ Population Based Services: Communities Putting Prevention to Work
- _____ Population Based Services: Tobacco Prevention/Control
- _____ Population Based Services: Project WORTH
- _____ Population Based Services: Healthy Start
- _____ Population Based Services: Women, Infants & Children
- _____ Population Based Services: School Health

The last question will allow us to evaluate our staff's familiarity with two public health models currently guiding public health practice. Again, your candid responses help us understand the framework within which you complete your assigned tasks and job duties.

How familiar are you with...

	Familiarity		
	Very familiar	Familiar	Unfamiliar
<p>the 10 Essential Public Health Services?</p> 	○	○	○
<p>the Core Competencies for Public Health Professionals which are divided into 8 key dimensions of public health practice:</p> <ol style="list-style-type: none"> 1. Analytic/Assessment 2. Policy Development/Program Planning 3. Communication 4. Cultural Competency 5. Community Dimensions of Practice 6. Public Health Sciences 7. Financial Planning and Management 8. Leadership and Systems Thinking 	○	○	○
 <p>The Council on Linkages Between Academia and Public Health Practice</p>			

In your current position, are you one of the following: Executive Staff, Services Administrator, Health Program Manager, Special Projects Manager, Public Relations Manager or Systems Manager?

- Yes
- No

Metro Health strives to provide professional development to further staff members' skills in and knowledge of public health practice. The purpose of the following assessment statements is to help determine public health training and education needs according to the Core Competency framework.

The following section should take approximately 15-20 minutes to complete. Stand up, stretch, grab your favorite office snack and answer the last bit of the survey honestly and candidly. Your answers and time are truly appreciated!

The Council on Linkages Between Academia and Public Health Practice outline 8 key dimensions of public health practice:

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

"The Core Competencies for Public Health Professionals are a set of skills desirable for the broad practice of public health. They reflect the characteristics that staff of public health organizations may want to possess as they work to protect and promote health in the community. Further, they are designed to serve as a starting point for academic and practice organizations to understand, assess, and meet their training and workforce needs."

~ Public Health Foundation

Please think about what level you are currently able to perform the following skills/competencies and use the scale to evaluate your own level of ability.

Knowledgeable = I am comfortable with the knowledge and/or ability to apply this skill/competency

Aware = I have limited knowledge and/or ability to apply this skill/competency

Minimal = I have very little knowledge and/or ability to apply this skill/competency

Analytic/Assessment

	Level of Ability		
	Knowledgeable	Aware	Minimal
Identify the health status of populations and their related determinants of health and illness (e.g., factors contributing to health promotion and disease prevention, the quality, availability and use of health services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the characteristics of a population-based health problem (e.g., equity, social determinants, environment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use variables that measure public health conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use methods and instruments for collecting valid and reliable quantitative and qualitative data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify sources of public health data and information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize the integrity and comparability of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

data			
Identify gaps in data sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adhere to ethical principles in the collection, maintenance, use, and dissemination of data and information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the public health applications of quantitative and qualitative data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect quantitative and qualitative community data (e.g., risks and benefits to the community, health and resource needs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use information technology to collect, store, and retrieve data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe how data are used to address scientific, political, ethical, and social public health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Policy Development and Program Planning

	Level of Ability		
	Knowledgeable	Aware	Minimal
Gather information relevant to specific public health policy issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe how policy options can influence public health programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain the expected outcomes of policy options (e.g., health, fiscal, administrative,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>legal, ethical, social, political)</p> <p>Gather information that will inform policy decisions (e.g., health, fiscal, administrative, legal, ethical, social, political)</p> <p>Describe the public health laws and regulations governing public health programs</p> <p>Participate in program planning processes</p> <p>Incorporate policies and procedures into program plans and structures</p> <p>Identify mechanisms to monitor and evaluate programs for their effectiveness and quality</p> <p>Demonstrate the use of public health informatics practices and procedures (e.g., use of information systems infrastructure to improve health outcomes)</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
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Communication

	Level of Ability		
	Knowledgeable	Aware	Minimal
<p>Communicate in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Solicit community-based input from</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>individuals and organizations</p> <p>Convey public health information using a variety of approaches (e.g., social networks, media, blogs)</p> <p>Participate in the development of demographic, statistical, programmatic and scientific presentations</p> <p>Apply communication and group dynamic strategies (e.g., principled negotiation, conflict resolution, active listening, risk communication) in interactions with individuals and groups</p>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
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Cultural Competency

	Level of Ability		
	Knowledgeable	Aware	Minimal
<p>Incorporate strategies for interacting with persons from diverse backgrounds (e.g., cultural, socioeconomic, educational, racial, gender, age, ethnic, sexual orientation, professional, religious affiliation, mental and physical capabilities)</p> <p>Recognize the role of cultural, social, and behavioral factors in the accessibility, availability,</p>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

acceptability and delivery of public health services			
Respond to diverse needs that are the result of cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the dynamic forces that contribute to cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the need for a diverse public health workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Community Dimensions of Practice

	Level of Ability		
	Knowledgeable	Aware	Minimal
Recognize community linkages and relationships among multiple factors (or determinants) affecting health (e.g., The Socio-Ecological Model)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate the capacity to work in community-based participatory research efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with community partners to promote the health of the population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain partnerships with key stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use group processes to advance community involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the role of governmental and non-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

governmental organizations in the delivery of community health services			
Identify community assets and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gather input from the community to inform the development of public health policy and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inform the public about policies, programs, and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Public Health Sciences

	Level of Ability		
	Knowledgeable	Aware	Minimal
Relate public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the scientific evidence related to a public health issue, concern, or, intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retrieve scientific evidence from a variety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>of text and electronic sources</p> <p>Discuss the limitations of research findings (e.g., limitations of data sources, importance of observations and interrelationships)</p> <p>Describe the laws, regulations, policies and procedures for the ethical conduct of research (e.g., patient confidentiality, human subject processes)</p> <p>Partner with other public health professionals in building the scientific base of public health</p>	<p style="text-align: center;">○</p> <p style="text-align: center;">○</p> <p style="text-align: center;">○</p>	<p style="text-align: center;">○</p> <p style="text-align: center;">○</p> <p style="text-align: center;">○</p>	<p style="text-align: center;">○</p> <p style="text-align: center;">○</p> <p style="text-align: center;">○</p>
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Financial Planning and Management

	Level of Ability		
	Knowledgeable	Aware	Minimal
Describe the local, state, and federal public health and health care systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the organizational structures, functions, and authorities of local, state, and federal public health agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adhere to the organization's policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in the development of a programmatic budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operate programs within current and forecasted budget constraints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify strategies for determining budget priorities based on federal, state, and local financial contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report program performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contribute to the preparation of proposals for funding from external sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply basic human relations skills to internal collaborations, motivation of colleagues, and resolution of conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate public health informatics skills to improve program and business operations (e.g.,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>performance management and improvement)</p> <p>Participate in the development of contracts and other agreements for the provision of services</p> <p>Describe how cost-effectiveness, cost-benefit, and cost-utility analyses affect programmatic prioritization and decision making</p>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
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Leadership and Systems Thinking

	Level of Ability		
	Knowledgeable	Aware	Minimal
Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe how public health operates within a larger system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify internal and external problems that may affect the delivery of Essential Public Health Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use individual, team and organizational learning opportunities for personal and professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in the measuring, reporting and continuous improvement of organizational performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the impact of changes in the public health system, and larger social, political, economic environment on organizational practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else you would like to tell us that we did not ask?

Thank you for taking the survey! Your responses are crucial to creating a workforce development plan that will support our staff's training needs and the national accreditation process. Feel free to contact Jac Peery, Health Information Librarian, with your questions, concerns or suggestions at jacqueline.peery@sanantonio.gov

Adapted from: The Council on Linkages Between Academia and Public Health Practice Pipeline Survey; the Self-Assessment for Tier 1 Public Health Professionals created Janet Place, MPH and staff at the NC Public Health Academy and the North Carolina Institute for Public Health at the University of North Carolina Gillings School of Global Public Health; and the Training Partners for Tennessee Public Health questionnaire funded by the National Library of Medicine.