



WORKFORCE DEVELOPMENT PLAN

August 31, 2012

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INTRODUCTION

Training and development of the workforce is one part of a comprehensive strategy toward agency quality improvement. Fundamental to this work is identifying gaps in knowledge, skills, and abilities through the assessment of both organizational and individual needs, and addressing those gaps through targeted training and development opportunities. Workforce development opportunities identified in this plan are aligned to the CDPH strategic priorities as outlined in the Strategic Plan.

This document provides a comprehensive workforce development plan for the Chicago Department of Public Health (CDPH). It also serves to address the documentation requirement for Accreditation 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.*

AGENCY OVERVIEW

The vision of the Chicago Department of Public Health is to make Chicago the healthiest city in the US.

The mission is to make Chicago a safer and healthier city by working in partnership to promote health, prevent disease and injury, reduce environmental hazards and assure access to care.

Our Core Values are as follows:

- Responsive services;
- Integrity;
- Positive work environment; and
- Excellence.

Organizational Strategic Priorities¹

1. Workforce Development
2. Communications
3. Institutional Knowledge Management
4. Infrastructure, Support and Morale

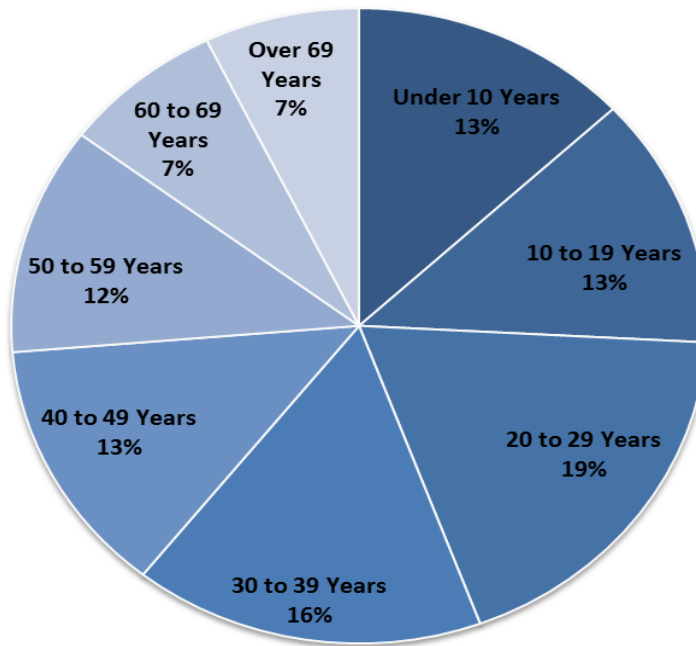
Location & Population Served

Chicago is the largest city in the state of Illinois and the third most populous city in the United States, with 2,695,598 people live in Chicago². Chicago is comprised of 77 community areas. CDPH is responsible for serving all residents of the City of Chicago.

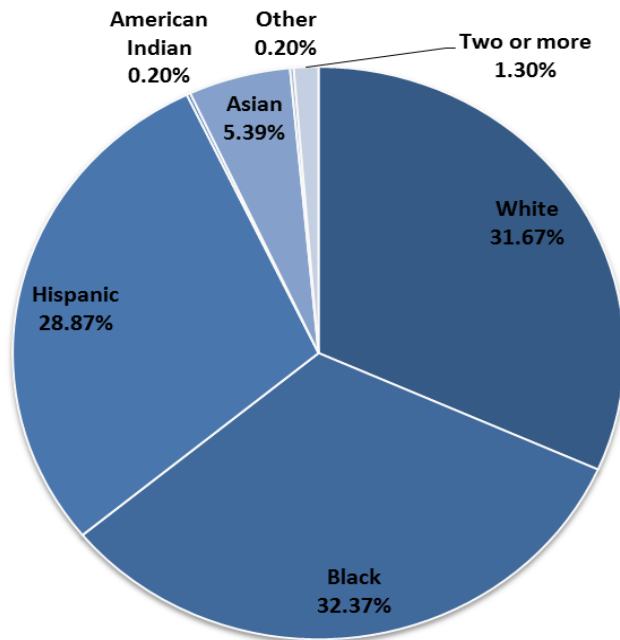
¹ Located on pages 34-35 of the CDPH Strategic Plan dated February 2012

² 2010 Census Summary File 1—Chicago city [machine-readable data files]/prepared by the U.S. Census Bureau, 2011.

City of Chicago Population by Age, 2010



City of Chicago Population by Race/Ethnicity, 2010



Organizational Structure

The Mayor of the City of Chicago appoints the Commissioner of Public Health and the Board of Health members. The Chicago Department of Public Health is organized into a hierarchal structure of seven Bureaus/Offices lead by the Commissioner. The seven Bureaus/Offices are Administration & Finance, Community Affairs, Emergency Preparedness, Performance Management & Strategy, Policy & Planning, Public Health & Safety and Risk Management. Each of the seven Bureaus/Offices is led by a Deputy Commissioner, reporting to the First Deputy Commissioner. Each of the Bureaus/Offices are composed of divisions, offices and programs, depending on size and scope of program, led by medical directors, assistant commissioners and program directors (see functional organizational chart Appendix A). There are 43 unique programs or offices, and 17 of these fall into the Environmental Health, STI/HIV or Women & Children's Health divisions.

Learning Culture

Resources to support the learning culture of the Chicago Department of Public Health (CDPH) have been limited as a result of the global economic crisis. CDPH employees are eager to learn and improve when opportunities are presented. A reduction in work force in the past two years impacted the core internal resources that have supported education and development in the past. Much of the responsibility for education and instruction of the work force falls to the leadership of the individual programs.

The workforce development plan affords CDPH the opportunity to construct an umbrella for training that spans across all divisions and programs in support of equity and consistency.

The workforce development plan is an investment leading to increased competency, productivity, job satisfaction and an enrichment of organizational culture. This plan will institutionalize the department's commitment to professional growth while adding value to the employee and the team. By creating a culture of continuous learning, CDPH will assure a workforce that is prepared to meet new challenges and increased demands of public health priorities in the future.

WORKFORCE PROFILE

This section provides a description of the current and anticipated future workforce needs. The table below summarizes the demographics of the agency's current workforce as of July 31, 2012.

Category		# or %
Total # of Employees:		627
Gender:	Female:	77%
	Male:	23%
Race:	African American:	53%
	Caucasian:	19%
	American Indian / Alaska Native:	>1%
	Asian/Pacific Islanders:	8%
	Hispanic:	19%
Age:	< 20:	0.16%
	20 – 29:	0.8%
	30 – 39:	8.77%
	40 – 49:	31.9%
	50 – 59:	34.77%
	>60:	23.6%
Employees Eligible for Retirement < 5 ³ :		
	Management:	1
	Non-Management:	33

³ Based on serving 34.5 years with the City of Chicago

Future Workforce

Today's public health challenges are much broader than in the past. For example, *Healthy People 2020* lays out a broad agenda for public health efforts aimed at increasing health-related quality of life and eliminating health disparities. Public health issues that include cleaning up the environment, eliminating health disparities, wisely using new scientific knowledge and technology, attending to children's physical and emotional development, and aging healthily are repeatedly cited as additional areas that public health needs to address.

These complex problems require multi-faceted public health actions based on an ecological approach to problem solving. Such an approach requires a well-educated interdisciplinary cadre of public health professionals who focus on population health and understand the multiple determinants that affect health. A cadre of professionals who also understand that successful interventions require understanding not only of the effects of biology and behavior, but also the social, environmental, and economic contexts within which populations exist. A cadre of professionals who understand that public health research must focus not only on secondary prevention and risk factor analysis, but also on evaluation of public health systems, on practice approaches and interventions, and on effective collaborations and partnerships with diverse communities.

Public health professionals of the future will need to understand and be able to use the new information systems that provide the data upon which public health research and practice is based. They will need to be able to communicate with diverse populations, to understand the issues, concerns, and needs of these groups in order to work collaboratively to improve population health. Public health professionals must have the skills and competencies necessary to engage in public health practice at many levels: leadership, management, and supervisory.

This workforce development plan will list some basic steps that the Department will take to ensure our employees have the appropriate skills and competencies necessary to tackle the public health problems of the future.

COMPETENCIES & EDUCATION REQUIREMENTS

Core Competencies

The Department will adapt the Core Competencies for Public Health Professionals (“Core Competencies”) developed by the Council on Linkages Between Academia and Public Health Practice (Council on Linkages) to meet the needs of the Department. Core Competencies are a set of skills for the broad practice of public health, reflecting the characteristics that staff of public health organizations should possess as they work to protect and promote health in the community. The Core Competencies will serve as a framework for the Department to understand, assess, and meet the training and workforce needs of its employees. The Core Competencies are divided into the following key dimensions of public health practice:

- Analytical/Assessment
- Policy Development/Program Planning
- Communication
- Cultural Competency
- Community Dimensions of Practice
- Public Health Sciences
- Financial Planning and Management
- Leadership and Systems Thinking.

About the Three Tiers – 1, 2, and 3

Tiers 1, 2, and 3 reflect the Core Competencies that public health professionals should possess as they work to protect and promote health in the community. Tier 1 Core Competencies apply to job titles classified as entry level in public health practice. Tier 2 Competencies apply to job titles classified in management/supervisory responsibilities; and Tier 3 Core Competencies apply to job titles classified as senior management and/or leaders within CDPH.

The Workforce Development Committee will adapt the Council on Linkages Core Competencies Tier system to better fit the needs of the Department and will be outlined in the forthcoming Implementation Plan.

Tier	Guidance Definitions for Core Competencies ⁴
1	Core competencies apply to public health professionals who carry out the day-to-day tasks of public health organizations and are not in management positions. Responsibilities of these public health professionals may include basic data collection and analysis, fieldwork, program planning, outreach activities, programmatic support, and other organizational tasks.
2	Core competencies apply to individuals with program management and/or supervisory responsibilities. Other responsibilities may include: program development, program implementation, program evaluation and maintaining community relations, managing timelines and work plans, presenting arguments and recommendations on policy issues, etc.
3	Core Competencies apply to individuals at a senior/management level and leaders of public health organizations. In general, an individual who is responsible for the major programs or functions of an organization, setting a strategy and vision for the organization, and/or building the organization's culture can be considered to be a Tier 3 public health profession. Tier 3 public health professionals (e.g. health officers, executive directors, CEOs, commissioners, deputy commissioners, assistant commissioners, etc.) typically have staff that report to them.

Other Competencies

In addition to the Core Competencies, employees must meet required discipline specific and organizational competencies.

- Discipline-Specific Competencies: Public Health Leadership, Nursing, Environmental Health, Preparedness and Emergency Response, Health Education, etc.
- Organizational Competencies: Competencies identified and adopted by the Department.

Continuing Education Requirements by Discipline

Multiple public health-related disciplines require continuing education for ongoing licensing/practice. Licensures held by staff, and their associated CE requirements, are shown in the table below.⁵

⁴ Adapted from the Core Competencies for Public Health Professionals (adopted May 3, 2010)/The Council on Linkages Between Academia and Public Health Practice.

⁵ The Department encourages the support and supervision of employees that are pursuing licensure and/or licensed or certified in a discipline outside of their assigned roles and responsibilities,

Profession	Illinois CE Requirements
Nursing	20 contact hours every 2 years
Registered Sanitarian	18 CEUs per year
Health Educator (CHES/MCHES)	75 CHEC every 5 years
Certified Public Health Practitioner	50 hours every 2 years
Physician	150 hours every 3 years
Social Worker (LSW, LCSW, etc.)	30 hours every 2 years, 3 in ethics
Dietitian (RD, LD)	75 CPEUs every 5 years by the Commission on Dietetic Registration (CDR)

TRAINING NEEDS

The range of activities and services that public health workers provide require that the workforce be experienced, motivated, and well trained. Attention to public health workforce development is essential to ensure that there are a sufficient number of trained professionals and that continuing education for these professionals is accessible, encouraged, relevant, and linked to core public health competencies (Core Competencies).

In 2012, CDPH released its 5 year Strategic Plan. As part of the Strategic Plan, workforce development was identified as an organizational strategic priority for the Department. Additionally, Chicago Department of Public Health, in partnership with Chicago's Mayor, Rahm Emanuel, released the Healthy Chicago (HC) which details 12 health priority areas with corresponding strategies to "transform the health of our city" over the next five years. Embedded in this blueprint for action is the department's commitment to refocus on building the strengths and capacities of its chief resource, its employees (Public Health Infrastructure—Priority #12).

Training Needs Assessment Results

The workforce related strategies identified in the CDPH Strategic plan generally clusters in the following areas: institutional knowledge, morale enhancement, improving the on-boarding process for new employees, and employee professional development.

By December 31, 2012, the Department will complete a departmental assessment of all of its employees using a modified version of Core Competencies Assessment. This assessment will be deployed through the Department's Learning Management System (LMS). The results of the assessment will be used in conjunction with the above strategies to further refine goals and develop a focused training curriculum.

Mandatory Training

The table below lists training required by the agency and/or by state or federal mandate:

Training	Who	Competency Addressed	Frequency
HIPPA (Health Insurance Portability and Accountability Act)	All staff, Interns	Policy development/program planning skills; Communication	Annually

Ethics	All staff, Interns	Leadership and systems thinking; Policy development/program planning	Annually
Blood borne Pathogens	Direct Service Providers	Discipline-specific	Annually
NIMS (National Incident Management System)	All Staff	Policy development/program planning; Communication; Community dimensions in practice	Variable
Child Abuse and Neglect	All Staff	Policy development/program planning; Communication; Community dimensions in practice	Annually
Cultural and Linguistic Competency Training	All Staff	Community dimensions in practice; Cultural competency; Communication	Variable

GOALS and OBJECTIVES

This section provides information regarding training goals and objectives of the agency, as well as resources, roles, and responsibilities related to the implementation of the plan.

Roles & Responsibilities

The table below lists individuals responsible for the implementation of this plan as well as the associated roles and responsibilities.

Who	Roles & Responsibilities
Commissioner	Responsible to the Board of Health for workforce strategy, priority setting, establishment of goals and objectives, and establishing an environment that is conducive and supportive of learning.
Human Resources	Provide guidance to the Health Commissioner regarding workforce development and assist in creating a culture that is conducive and supportive of learning. Works with Directors to find appropriate training/development opportunities for staff. Provide guidance to the Directors with coaching, mentoring and succession planning. Responsible for informing supervisors of workforce development needs, plans, and issues.
Division/Program Directors	Responsible to the Health Commissioner for all employees within their divisions. Supports, coaches, and mentors supervisors and/or employees to assure that appropriate training resources and support structures are available within the division. Responsible for ensuring all staff complete mandatory trainings as required.
Supervisors	Responsible to their Director and employees to ensure that individual and agency-based training initiatives are implemented. Works with employee to develop an individualized learning plan and supports the implementation of the plan (i.e. time away from work, coaching, opportunities for advancement, tuition reimbursement).
All Employees	Ultimately responsible for their own learning and development. Work with supervisor to identify and engage in training and development opportunities that meet their individual as well as agency-based needs. Identify opportunities to apply new learning on the job.
Workforce Development Committee	Reviews workforce development plan annually and revises as needed. Develops and publishes training schedule. Review and analyze assessment results. Make recommendations to Commissioner regarding training gaps and opportunities.

CDPH Goals and Objectives 2012 – 2015

Goal	Objectives	Launch Year	Target Audience	Resources	Responsible Party
Define and enumerate the Department's current workforce in terms of demographics, job classification, and competencies.	<ul style="list-style-type: none"> <i>HR department will provide a report with basic information describing the most up-to-date workforce</i> 	2012	<i>Commissioner, Workforce Development Committee</i>	<i>HR Staff</i>	<i>HR</i>
	<ul style="list-style-type: none"> <i>The department will complete a competencies assessment using the Core Competencies</i> 	2012	<i>All Staff</i>	<i>LMS, All Staff</i>	<i>Division/Program Directors</i>
Strengthen the existing workforce competence related to core public health functions.	<ul style="list-style-type: none"> <i>The results of the December 2012 assessment will be used to understand competencies gaps</i> 	2013	<i>Workforce Development Committee; Division/Program Directors</i>	<i>Workforce Development Committee</i>	<i>Workforce Development Committee; Division/Program Directors</i>
	<ul style="list-style-type: none"> <i>Develop an implementation plan and realign the tiers</i> 	2013			
	<ul style="list-style-type: none"> <i>Training courses will be made available through various methods (e.g. web-based, face to face, etc.) to address identified competency gaps</i> 	2013	<i>All Staff</i>	<i>Workforce Development Committee, DHR, TRAIN, LMS, Programs</i>	<i>HR, Workforce Development, Division/Program Directors</i>
Understand the emerging functions and roles of public health and prepare the Department's workforce with the competencies required.	<ul style="list-style-type: none"> <i>The department will identify new competencies and skills needed to perform the changing nature of public health work and dissemination</i> 	2013	<i>All Staff</i>	<i>Workforce Development Committee, Programs, Federal/State Government, Grantor Mandates</i>	<i>Workforce Development Committee, Communications</i>

Implementation and Communication Plan

Once the Workforce Self-Assessment has been completed and the results have been analyzed, the Workforce Development Committee will prepare an implementation plan that will be reviewed and approved by the Executive Committee. Human Resources will be responsible for disseminating the implementation plan on how the goals and objectives of the workforce development plan will be implemented. Feedback from the Leadership Team, program directors and other staff will be sought to ensure the process of implementing the workforce goals and objective are done in a systematic and clear method.

CDPH Staff will be notified via email annually when the plan is reviewed and/or updated. The Plan will be located on the CDPH SharePoint site.

CURRICULA & TRAINING SCHEDULE

This section describes the recommended curricula and training schedule for The Chicago Department of Public Health. All of the below courses will occur during regular work hours and staff will be expected to participate in all of the below per the recommended frequency.

Topic	Description	Competency Addressed	Target Audience	Schedule	Resources
Employee Orientation	Overview of department policies and procedures including Quality Improvement (QI)	Financial planning and management; Policy development/progr am planning; Communication	All New staff	Upon Hire/once for existing staff	Face-to-face
Continuous Quality Improvement	On-line Introduction to Quality Improvement (QI);	Financial planning and management skills; Policy development/progr am planning	All Staff	Bi-annual	www.cdphlms.com
Ethics	On-line mandatory City of Chicago course outlining City's ethics and campaign financing laws per the City's Governmental Ethics Ordinance	Leadership and systems thinking; Policy development/progr am planning	All Staff	Annual	Hyperlink sent annually from Department of Ethics
HIPAA Compliance	On-line mandatory course training on patient confidentiality	Policy development/progr am planning skills; Communication	All Staff	Annual	www.cdphlms.com

Child Abuse and Neglect	On-line mandatory 1 hour course for mandated reporters	Policy development/progr am planning; Communication; Community dimensions in practice	CDPH Mandated Reporters	Annual	Hyperlink sent annually from CDPH Office of Violence Prevention
NIMS	On-line these courses describe principals of incident command system (ICS) and the National Incident Management System (NIMS)	Policy development/progr am planning; Communication; Community dimensions in practice	All Staff	As required by Department	www.fema.gov www.cdphlms.com
OSHA	Blood borne pathogen training regarding universal precautions and correct use of personal protective equipment (PPE)	Public health sciences; policy development/progr am planning	All Direct Services Staff	Annual	Face to Face Training and online course in LMS for the PPE section (www.cdphlms.com)
Cultural and Linguistic Competency	Information provided on social, cultural, and /or linguistic factors,	Community dimensions in practice; Cultural competency; Communication	All Staff	Once or as needed	City of Chicago Department of Human Resources
CPR Training	This course enables you to recognize emergencies such as cardiac arrest and how to respond to them.	Community dimensions in practice;	All Staff	Annual	CDPH
Supervisor Interview and Consensus Training	This course allows management staff the ability to interview and hire staff	Leadership and systems thinking; Policy development/progr am planning	Supervisors /Managers	Annual	City of Chicago Department of Human Resources

In addition to completing the mandated trainings, CDPH employees are strongly encouraged to take additional training in order to address training/knowledge gaps identified in their competency assessment and/or professional interests. A partial list of available CDPH LMS online training and schedule can be found in Appendix B. These courses may also be taken as refreshers in meeting additional training requirements. These courses will be offered during regular work hours.

EVALUATION & TRACKING

Evaluation

All courses in the CDPH LMS have an evaluation component built into the system. All courses do not require an evaluation; however, an evaluation tool is always available.

Tracking

The CDPH LMS includes a tracking component for all courses taken either directly through the LMS or through an external partner (i.e. workshops, trainings, seminars; developmental courses, conferences, etc.). Documentation of staff training (not completed in the LMS) is required and should be submitted to the Workforce Development Committee for LMS upload. Documentation may include: attendee list, certificates of completion, transcripts, and sign in sheets. In addition, tracking of documentation of technical assistance activities, identified by programs to address training gaps, is to be included within LMS for tracking. The system has the ability to create and maintain personal learning records, perform course searches, and provide the ability to register for courses online. In addition, the CDPH LMS will be linked with TRAIN (TrainingFinder Real-time Affiliate Integrated Network) as an additional resource for online professional development opportunities. TRAIN is also an online resource for public health training courses and resources. Finally, the CDPH LMS will require tracking all entries by tiers as defined in the Core Competencies for Public Health Professionals. The guidance definitions listed in the “About Tiers, 1, 2, & 3” section will assist responsible managers/supervisors in categorizing all training, workshop, conferences, etc. by Tier Core Competencies.

CONCLUSION & OTHER CONSIDERATIONS

Review of Plan

The Plan will be reviewed annually by the Workforce Development Committee. Recommendations for revisions will be provided to the Human Resources Department. Human Resources will provide the plan to the Executive Team for final approval.

Questions

For questions about this plan, please contact: CDPH Human Resources Department. Supporting documentation will be located on CDPH SharePoint. The CDPH Workforce Development Policy has adopted the Council on Linkages Core Competencies and this policy can be located on CDPH SharePoint.

References: [Core competency link](#)

Authorship

This plan was developed by the following individuals, and finalized on August 31, 2012.

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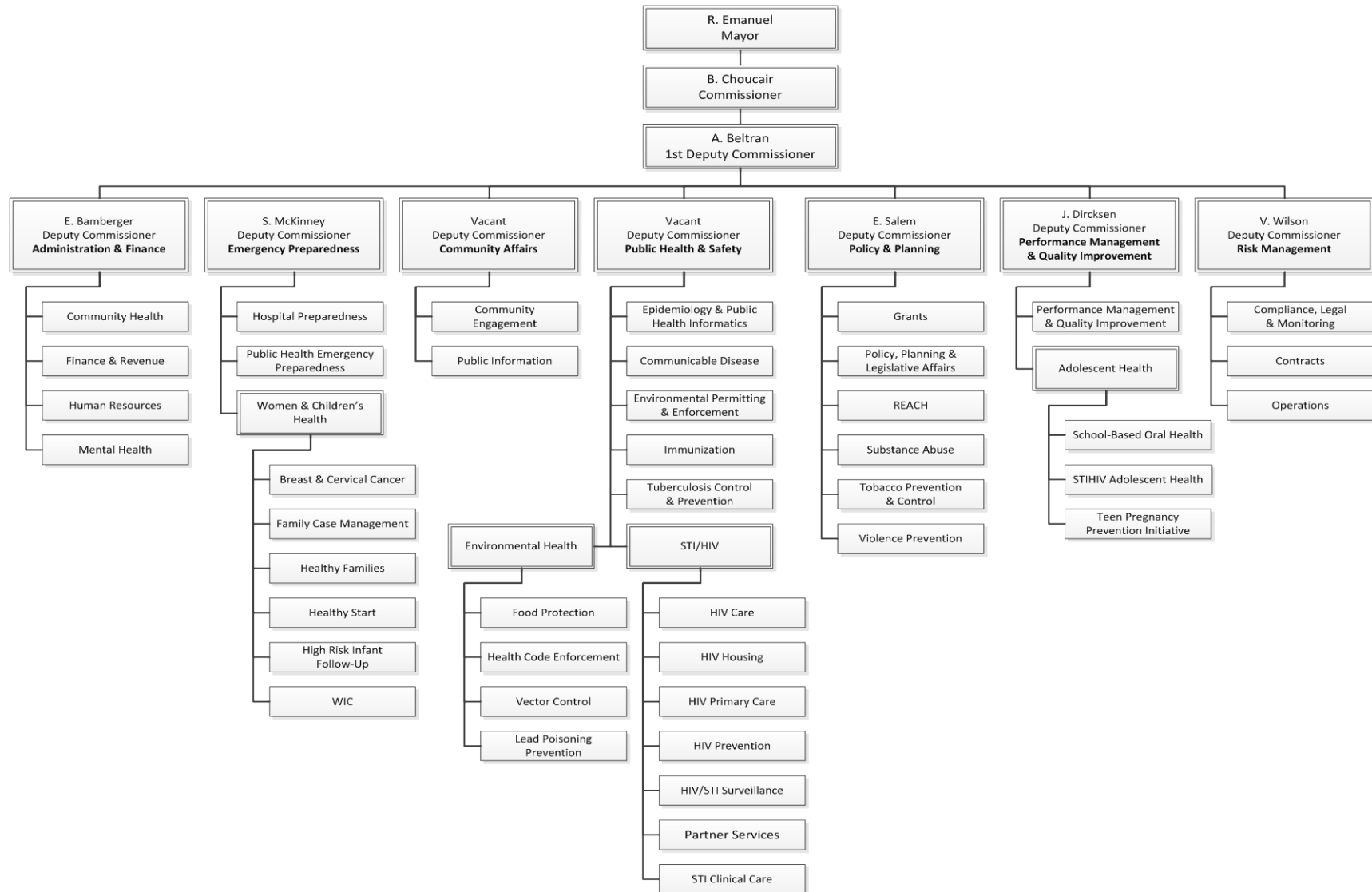
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APPENDIX A: CDPH Organizational Chart



APPENDIX B: LMS AVAILABLE COURSES BY TIER

<u>LMS-TIER I -Entry Level</u>	<u>Online Course Description (available 24/7)</u>	<u>Academic Hours</u>
CDPH Incident Command Structure-EME 102	<p>This tutorial provides training on the Chicago Department of Public Health Incident Command Structure.</p> <p>The first response to any disaster whether man made or natural is a local response. The Chicago Department of Public Health now plays the role of a first responder in the emergency response plan for the City of Chicago. In the event of a public health emergency CDPH employees must be aware of what role they play and how they fit into Public Health Incident Command.</p> <p>Core competencies addressed: Policy development/program planning; Communication; Community dimensions in practice</p>	1
Introduction to Incident Command System-ICS-100	<p>This tutorial provides training on the Chicago Department of Public Health Incident Command Structure. The first response to any disaster whether man made or natural is a local response. The Chicago Department of Public Health now plays the role of a first responder in the emergency response plan for the City of Chicago. In the event of a public health emergency CDPH employees must be aware of what role they play and how they fit into Public Health Incident Command.</p> <p>Core competencies addressed: Policy development/program planning; Communication; Community dimensions in practice</p>	2

IS-700 National Incident Mgmt. System	<p>This course introduces NIMS and takes approximately three hours to complete. It explains the purpose, principles, key components and benefits of NIMS. The course also contains "Planning Activity" screens giving you an opportunity to complete some planning tasks during this course. The planning activity screens are printable so that you can use them after you complete the course.</p> <p>What will I be able to do when I finish this course?</p> <ul style="list-style-type: none"> • Describe the key concepts and principles underlying NIMS. • Identify the benefits of using ICS as the national incident management model. • Describe when it is appropriate to institute an Area Command. • Describe when it is appropriate to institute a Multiagency Coordination System. • Describe the benefits of using a Joint Information System (JIS) for public information. • Identify the ways in which NIMS affects preparedness. • Describe how NIMS affects how resources are managed. • Describe the advantages of common communication and information management systems. • Explain how NIMS influences technology and technology systems. • Describe the purpose of the NIMS Integration Center <p>You will enroll when you complete the online answer sheet for the final exam.</p> <p>Core competencies addressed: Policy development/program planning; Communication; Community dimensions in practice</p>	3
MRC Orientation-MRC 100	<p>This course will provide you with a basic overview of: • What is the Medical Reserve Corps (MRC)? •The history of the MRC. •Who can be part of the MRC? •What are the responsibilities of an MRC volunteer? This orientation course is part of a number of courses you will need to complete as part of your training to become a MRC volunteer. There are seven core competencies that are required to be met to be considered a trained MRC volunteer. After completing this course you will be instructed on completing the other trainings identified for an MRC.</p> <p>Core competencies addressed: Policy development/program planning; Communication; Community dimensions in practice</p>	1
Psychological First Aid-101	<p>This program will introduce you to the key concepts of Psychological First Aid (PFA) and prepare you to provide compassionate care and emotional support during disasters and public health emergencies. Anyone can provide PFA.</p> <p>Core competencies addressed: Policy development/program planning; Communication; Community</p>	1

	dimensions in practice	
DVC-Screener Evaluation 101	<p>Play The DVC Game and learn the responsibilities you'll be tasked with while staffing the medical screening station in a distribution/vaccination center. Your objective as a screener is to separate symptomatic patients from non-symptomatic patients.</p> <p>Core competencies addressed: Policy development/program planning; Communication; Community dimensions in practice</p>	1
Healthy Living-Gen 101	<p>Energize Your Life! Who ever said physical activity is all work and no play? In fact, it can be just the opposite! There is no need to think of strenuous workouts that are painful and boring. Instead, imagine doing fun physical activities you enjoy and look forward to. Do physical activity for enjoyment and watch the health benefits follow!</p> <p>Core competencies addressed: Policy development/program planning; Communication; Community dimensions in practice</p>	1
Personal Emergency Preparedness-BT102	<p>This course is designed to provide Chicago Department of Public Health staff prepare for emergencies in the home.</p> <hr/> <p>Core competencies addressed: Policy development/program planning; Communication; Community dimensions in practice</p>	1
CPT Coding and Documentation -Spring 2008-HCO 100	<p>After completing the training, participants will have a better understanding of best practices related to coding and supporting documentation to meet Medicaid and Medicare billing standards.</p> <p>Core competencies addressed: Financial planning and management</p>	1

Fiscal Mgmt. Basics- Level 100	<p>Fiscal Management Basics is a level 100 online course introducing you to some fundamental elements of a sound financial system. This is an elementary course. Concepts covered include: 1) Overview of the fiscal management system basic components of a fiscal management system; 2) Differences between for-profit and nonprofit roles in fiscal management; 3) Financial planning and budgeting; 4) Financial planning budgeting monitoring the budget; and 6) Variance analysis.</p> <p>Core competencies addressed: Policy development/program planning; Financial planning and management</p>	2
Grant Writing Basics- Level 100	<p>This online course will present the fundamentals of preparing a successful grant proposal for securing funds from private and public sources. This information is for individuals with varying levels of experience in grant writing, with an emphasis on government grant application requirements.</p> <p>Core competencies addressed: Policy development/program planning; Communication; Community dimensions in practice</p>	4
Hepatitis C Virus- Counseling and Testing-101	<p>This online course covers the Hepatitis C Virus as it relates to counseling and testing. Prevention and treatment issues are covered.</p> <p>Prerequisites Introduction to the Viral Hepatitis Level 100 is required. This online covers epidemiology and prevention of Hepatitis A, B, C in detail. Other viral hepatitis are included as well.</p> <p>Core competencies addressed: Public health sciences; Community dimensions in practice</p>	2
HIV 101: Learn the Facts	<p>This is an introductory online course on HIV/AIDS. Basic facts about HIV/AIDS are covered including transmission, prevention and testing.</p> <p>Core competencies addressed: Public health sciences; Community dimensions in practice</p>	1.5
Integration of HIV NAAT Testing Into CDPH Specialty Clinics	<p>This online course covers the HIV NAAT Testing as it relates to CDPH Specialty Clinics.</p> <p>Core competencies addressed: Public health sciences; Community dimensions in practice</p>	1
Introduction to Viral Hepatitis: Overview Level 100	<p>This online course introduces you to the Hepatitis Viruses: A, B, C, D, and E. Hepatitis A, B, and C are covered in detail. Epidemiology, transmission, symptoms, prevention and treatment issues are presented.</p> <p>Core competencies addressed: Public health sciences; Community dimensions in practice</p>	2
Sexually Transmitted	<p>WARNING: This online course includes graphic images of human body parts and various forms of</p>	2

Diseases-101	<p>sexually transmitted diseases (STDs). Viewer discretion is advised. Sexually Transmitted Diseases (STDs) 101 is an online course covering the most common STDs in the U.S. The STDs covered include:</p> <ul style="list-style-type: none"> Gonorrhea Chlamydia HSV/Herpes HPV/Warts HIV/AIDS Hepatitis Trichomoniasis Crabs/Scabies Non-Gonococcal Urethritis (NGU) Syphilis <p>Core competencies addressed: Public health sciences; Community dimensions in practice</p>	
Tuberculosis 101	<p>This is an introductory online course to the bacteria called Mycobacterium tuberculosis (TB). Transmission, testing, LTBI and Active TB disease information are covered.</p> <p>Core competencies addressed: Public health sciences; Community dimensions in practice</p>	1
Breast Health Assessment & Education 200	<p>Assessment, including patient risk factors and clinical breast exam (CBE) elements are covered.</p> <p>Core competencies addressed: Public health sciences; Community dimensions in practice</p>	1
Interconceptional Care-201	<p>Interconception care is an important component in women's health care before and between pregnancy regardless of her plans for future pregnancy. Interconceptional care is also important in optimizing a woman's health before pregnancy occurs to have the best possible birth outcomes. This course will enhance the participants' knowledge of Interconceptional care practices, education, screening and interventions aimed at preventing adverse pregnancy outcomes.</p> <p>Core competencies addressed: Public health sciences; Community dimensions in practice</p>	1
Sexual Coercion 201	<p>Sexual Coercion Training Module. No additional description.</p> <p>Core competencies addressed: Policy development/program planning skills; Communication; Community dimensions in practice</p>	1

Clarity See It Orientation-100	No additional description. Core competencies addressed: Financial planning and management	
2011 HIPAA Overview-ADM 101	Health Insurance Portability and Accountability Act Core competencies addressed: Policy development/program planning skills; Communication	1.5
CHAMPS Power Chart Office	PowerChart Office is highly interactive and designed to address the needs of care providers and medical staff. It streamlines the workflow process into one desktop application, which provides access to the functions that support the electronic medical record. Core competencies addressed: Financial planning and management; Community dimensions in practice	1
Get to Know Excel: Create first workbook-MS 200	After completing this course you will be able to: Create a new workbook. Enter text and numbers. Edit text and numbers. Insert and delete columns and rows. This course includes: 1) Three self-paced lessons and three practice sessions for hands-on experience; 2) A short test at the end of each lesson; tests are not scored; and 3) A Quick Reference Card you can take away from the course. Core competencies addressed: Financial planning and management	1

Get to Know Word: Create your first document-MS 100	<p>After completing this course you will be able to:</p> <p>Create a document, and edit it.</p> <p>Use menus and toolbars in Word to accomplish basic tasks from changing document margins to undoing changes.</p> <p>Use basic formatting to make text bold or italic.</p> <p>Change line spacing, indent paragraphs, and apply basic styles to a document.</p> <p>Save and print a finished document.</p> <p>This course includes:</p> <p>1) Three self-paced lessons and three practice sessions for hands-on experience; 2) A short test at the end of each lesson; tests are not scored; and 3) A Quick Reference Card you can take away from the course.</p> <p>Core competencies addressed: Policy development/program planning</p>	1
Personal Protective Equipment-Donning and Doffing-PPE 102	<p>This course will improve personnel safety in a public health emergency through appropriate use of PPE.</p> <p>Core competencies addressed: Policy development/program planning; Communication; Community dimensions in practice</p>	
Personal Protection Equipment-OSHA Training-100	<p>After completing this course you will be able to: Create a document, and edit it. Use menus and toolbars in Word to accomplish basic tasks from changing document margins to undoing changes. Use basic formatting to make text bold or italic. Change line spacing, indent paragraphs, and apply basic styles to a document. Save and print a finished document. This course includes: Three self-paced lessons and three practice sessions for hands-on experience. A short test at the end of each lesson; tests are not scored. A Quick Reference Card you can take away from the course.</p> <p>Core competencies addressed: Policy development/program planning; Communication; Community dimensions in practice</p>	1
Teen Dating Violence 101	<p>This short course will define Teen Dating Violence (TDV), clarify Types of TDV, review Myths and Facts about TDV, review the Impacts of TDV on Teens, review Prevention and Response Steps, and identify TDV Resources.</p> <p>Core competencies addressed: Policy development/program planning skills; Communication; Community dimensions in practice</p>	0.5