Tribal Public Health Virtual Town Hall Meeting:
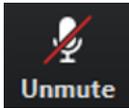# Core Competencies for Public Health Professionals
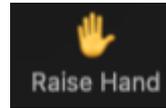
PH F
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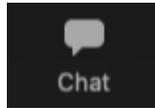**The Council on Linkages Between Academia and Public Health Practice**
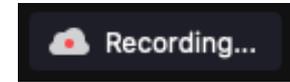
August 13, 2021

Welcome to Our Town Hall Meeting!

All participants are muted.

Please use the Chat box and "Raise Hand" button to ask questions and share comments.

This meeting is being recorded.

HELLO!

Kathleen Amos   Ron Bialek   Abdullah Tauqeer

Public Health Foundation

Amy Lee   Janet Place

Core Competencies Workgroup

PH F
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The Council on Linkages
Between Academia and
Public Health Practice

Public Health Foundation

Mission:

> We improve public health and population health practice to support healthier communities

❖ **Staff Council on Linkages**

> **www.phf.org**
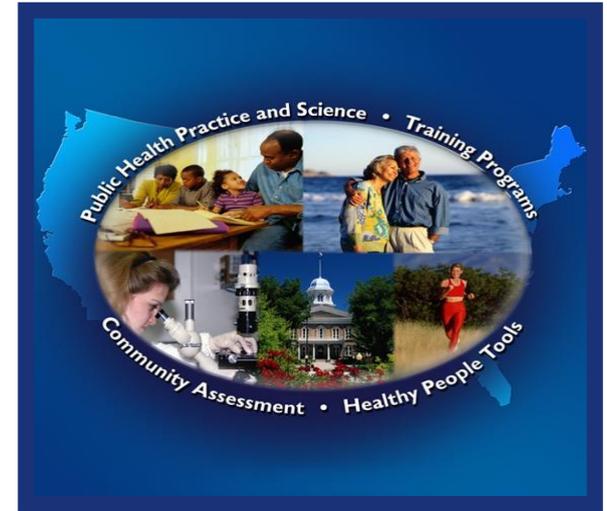
Experts in Quality Improvement, Performance Management, and Workforce Development

Council on Linkages Between Academia and Public Health Practice

Poll: Where Do You Work?

⅂ Tribal health organization

⅂ Organization that works with Tribal health organizations

⅂ Other

Poll: How Long Have You Worked in Public Health?

- Less than 1 year

- 1-5 years

- 6-10 years

- 11-15 years

- 16-20 years

- More than 20 years

- I don't work in public health

Poll: Do You Use the Core Competencies for Public Health Professionals?

- Yes

- No

- I have in the past, but not currently

- I'm not sure

- What are the Core Competencies for Public Health Professionals?

Session Overview

- Core Competencies for Public Health Professionals

- Draft revisions

- Your feedback!

- Next steps

Core Competencies for Public Health Professionals

- Consensus set of foundational or crosscutting knowledge and skills for all public health professionals

- Often used with discipline-specific competencies

The Council on Linkages
Between Academia and
Public Health Practice

June 2014

**Core Competencies for
Public Health Professionals**

Revised and Adopted by the Council on Linkages Between Academia and Public Health Practice:
June 26, 2014

Available from: phf.org/corecompetencies
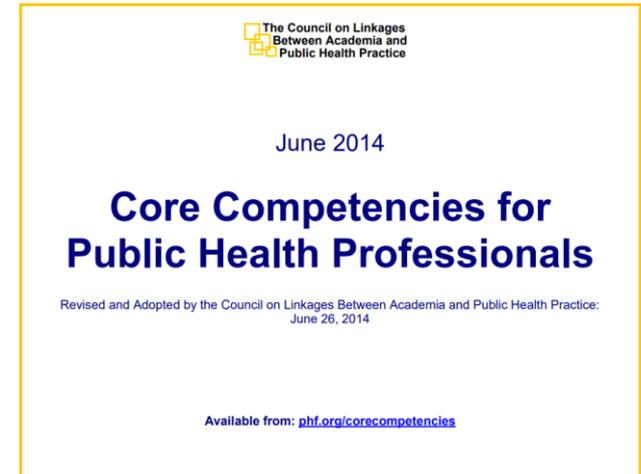
Core Competencies Use

Used by:

- ~60% of Tribal health organizations
- ~80% of state health departments
- ~45% of local health departments
- ~25% of territorial health departments
- ~90% of academic public health-focused programs

Used in developing:

- Job descriptions
- Performance objectives
- Workforce competency/needs assessments
- Training
- Workforce development plans
- Discipline-specific competency sets

National Initiatives

- Healthy People 2030
  - Public Health Infrastructure Objectives: Increase the proportion of state/local/tribal/territorial public health agencies that use Core Competencies for Public Health Professionals in continuing education for personnel

- Accreditation
  - PHAB Domain 8/Standard 8.2: Ensure a competent workforce through the assessment of staff competencies, the provision of individual training and professional development, and the provision of a supportive work environment
  - CEPH: Core Competencies were used in developing foundational competencies for accreditation criteria

- TRAIN Learning Network
  - Course providers can select competencies aligned with their courses and learners can search by competencies to build their knowledge and skills

- 10 Essential Public Health Services

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How Did We Get Here?

1991 • Universal Competencies Developed

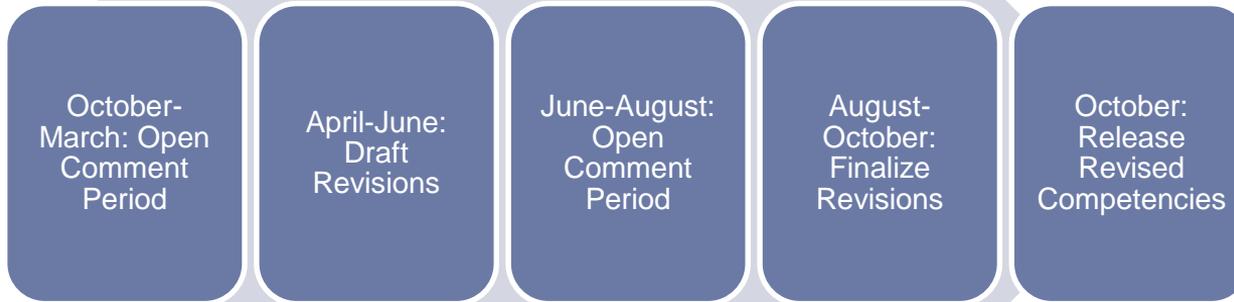**2001** • Core Competencies Released

2010 • Core Competencies Revised

2014 • Core Competencies Revised – Current Version

2017 • Modified Core Competencies Released

2020-2021 Revision

October-March: Open Comment Period

April-June: Draft Revisions

June-August: Open Comment Period

August-October: Finalize Revisions

October: Release Revised Competencies

Open Comment Period:
October 2020-March 2021

- More than 1,400 "engagements" with the open comment period

- 17 virtual town halls/meetings

- ~1,000 meeting participants
  - 49 states, DC, 2 territories

- More than 100 resources

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4 Feedback Takeaways

- Create better harmonization between efforts that impact the workforce and workforce development
- Address a variety of "topic" areas:
  - Cultural competency, health equity, racism, social justice
  - Environmental health, climate change, sustainability
  - Emergency preparedness, management, response
  - Policy, advocacy, lobbying
  - Administration, management
- Make it easier to use the Core Competencies
- It may potentially be okay to make big changes

Proposed Changes

- Clarity
- Currency
- Structure

Draft Revisions: Clarity

⌐ Pulling competencies together

⌐ Splitting competencies apart

⌐ More clearly stating what is meant by a competency

Implements strategies for continuous quality improvement → Uses quality improvement methods and tools to improve policies, programs, and services (e.g., identifying opportunities to apply QI, building a culture of quality, integrating QI into daily work, sustaining gains)

Draft Revisions: Currency

- Changing domain names
  - Analytical/Assessment Skills → Data Analytics and Assessment Skills
  - Cultural Competency Skills → Health Equity Skills
  - Community Dimensions of Practice Skills → Community Partnership Skills

Draft Revisions: Currency

🔹 Updating examples

Establishes relationships to improve health and resilience in a community (e.g., partnerships with organizations serving the same population, health departments, health care institutions, academic institutions, policy makers, environmental agencies and organizations, emergency response organizations, businesses, financial institutions, housing authorities, public transit, customers/clients, and others)

🔹 Adding concepts to fill in gaps

Participates in teams for the purpose of achieving program and organizational goals (e.g., collaborating across departments)

Collaborates with individuals and organizations in implementing a vision for a healthy community

Draft Revisions: Currency

⌐ **Adding concepts to reflect the current environment**

Advocates for the infrastructure to collect and analyze quantitative and qualitative data (e.g., surveillance systems; laboratory systems; data systems to analyze, use, or transmit data)

Builds public confidence and trust in public health professionals and messages (e.g., demonstrating empathy, validating fears and concerns, framing messages for different audiences, addressing misinformation and disinformation)

⌐ **Adding concepts to continue to advance the field**

Creates opportunities for creativity and innovation

Draft Revisions: Structure
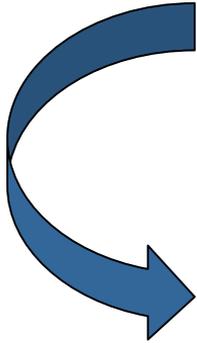
Domain 1
Competency 1
Competency 2
Competency 3
Competency 4

Domain 1		
Competency 1		
Tier 1	Tier 2	Tier 3
Subcompetency 1	Subcompetency 1	Subcompetency 1
Subcompetency 2	Subcompetency 2	Subcompetency 2
Subcompetency 3	Subcompetency 3	Subcompetency 3
Competency 2		
Tier 1	Tier 2	Tier 3
Subcompetency 1	Subcompetency 1	Subcompetency 1
Subcompetency 2	Subcompetency 2	Subcompetency 2
Subcompetency 3	Subcompetency 3	Subcompetency 3

Draft Revisions: Structure
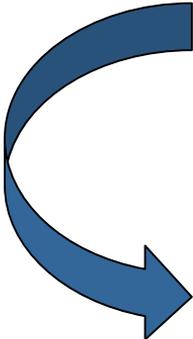
Data Analytics and Assessment Skills
Describes factors affecting the health of a community (e.g., equity, income, education, environment, climate change, resilience)
Accesses existing quantitative and qualitative data (e.g., community input, vital statistics, electronic health records, transportation patterns, employment statistics, environmental monitoring, health equity impact assessments) for assessing the health of a community
Collects quantitative and qualitative data (e.g., ensuring data are valid, reliable, representative of community, equitable, don't hide disparities)
Analyzes quantitative and qualitative data (e.g., coding data, cleaning data, using statistical software)

Data Analytics and Assessment Skills		
Accesses existing quantitative and qualitative data (e.g., community input, vital statistics, electronic health records, transportation patterns, employment statistics, environmental monitoring, health equity impact assessments) for assessing the health of a community		
Tier 1	**Tier 2**	**Tier 3**
Identifies quantitative and qualitative data needs	Determines quantitative and qualitative data needs	Determines quantitative and qualitative data needs
Identifies sources of quantitative and qualitative data (e.g., what is available, what is accessible, how to access)	Determines sources of quantitative and qualitative data (e.g., what is available, what is accessible, how to access)	Determines sources of quantitative and qualitative data (e.g., what is available, what is accessible, how to access)
Selects quality quantitative and qualitative data available for use (e.g., accuracy, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness)	Analyzes the quality of quantitative and qualitative data available for use (e.g., accuracy, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness)	Evaluates the quality of quantitative and qualitative data available for use (e.g., accuracy, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness)
Collects quantitative and qualitative data (e.g., ensuring data are valid, reliable, representative of community, equitable, don't hide disparities)		
Tier 1	**Tier 2**	**Tier 3**
Explains the importance of data collection for designing, implementing, evaluating, and improving policies, programs, and services	Explains the importance of data collection for designing, implementing, evaluating, and improving policies, programs, and services	Explains the importance of data collection for designing, implementing, evaluating, and improving policies, programs, and services
Uses information technology in collecting data (e.g., ensuring data integrity, applying control techniques when handling data)	Uses information technology in collecting data (e.g., ensuring data integrity, applying control techniques when handling data)	Uses information technology in collecting data (e.g., ensuring data integrity, applying control techniques when handling data)

What Do You Think?

Discussion

- Is there anything you've heard today that you particularly like or dislike?
- Do the concepts that are being added capture needed knowledge and skills?
- Do you think the proposed structure would make it easier to use the Core Competencies?
- What training, tools, or other resources would help you use the Core Competencies?

Next Steps

We Still Need to Hear from YOU!

- Preliminary draft: www.phf.org/competenciesrevision
- Continue to provide feedback after this meeting:
  - Email competencies@phf.org
  - Leave comments online
  - Contact PHF on Facebook or Twitter
- Join the Core Competencies Workgroup:
  - Email Kathleen at kamos@phf.org

Stay in the Know

- Online: www.phf.org/competenciesrevision
- Newsletters:
  - Council on Linkages Update – www.phf.org/councilupdate
  - PHF E-News – www.phf.org/e-news
  - Public Health Learning – www.phf.org/publichealthlearning
- Questions?
  - Kathleen Amos, kamos@phf.org

Core Competencies Resources

↲ Council on Linkages: www.phf.org/councilonlinkages
Collaborative of national organizations supporting public health workforce development

↲ Core Competencies: www.phf.org/corecompetencies
Consensus set of foundational skills for the broad practice of public health

↲ Modified Core Competencies: www.phf.org/modifiedcorecompetencies
Shortened version of the Core Competencies

↲ Core Competencies Tools: www.phf.org/corecompetenciestools
Collection of tools to support use of the Core Competencies

↲ Examples of Core Competencies Use: www.phf.org/corecompetenciesexamples
Collection of examples of how organizations are using the Core Competencies

Want to know more?

Contact Kathleen Amos at kamos@phf.org.

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THANK YOU!

Any Questions?

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