Tribal Accreditation Learning Community

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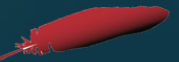
WORKFORCE DOMAIN: TOOLS AVAILABLE AND HOW TO DO A COMPETENCY ASSESSMENT

PRESENTERS: LINAE BIGFIRE, WINNEBAGO TRIBE OF NEBRASKA

AURORA VALDEZ, TAOS PUEBLO

CHRISTY TONEL, CALIFORNIA RURAL INDIAN HEALTH BOARD

National Indian
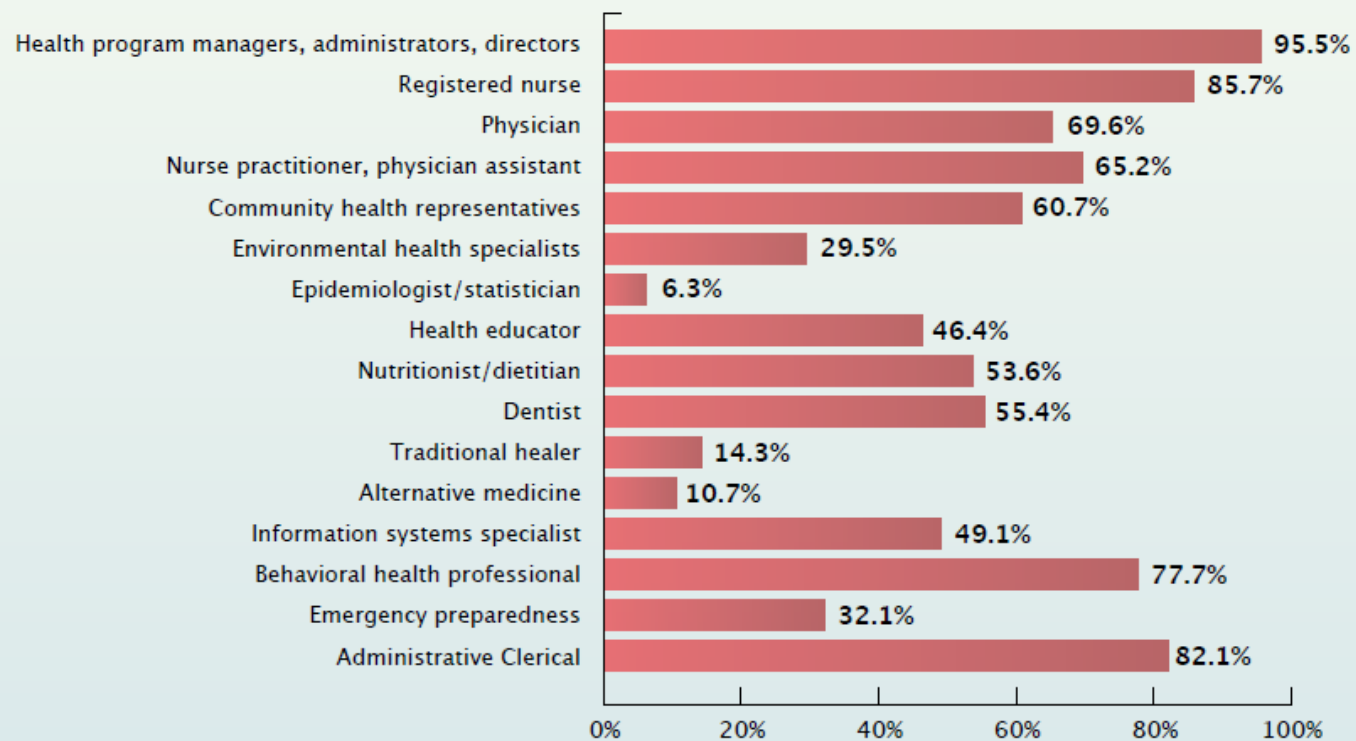Health Board

TALC Webinar Protocols

- The meeting will be recorded.
- Please keep your phones on mute to minimize background noise.
- Use the chat box anytime or the phone line for questions during the Q&A
- Feel free to ask questions of other people on the line as well
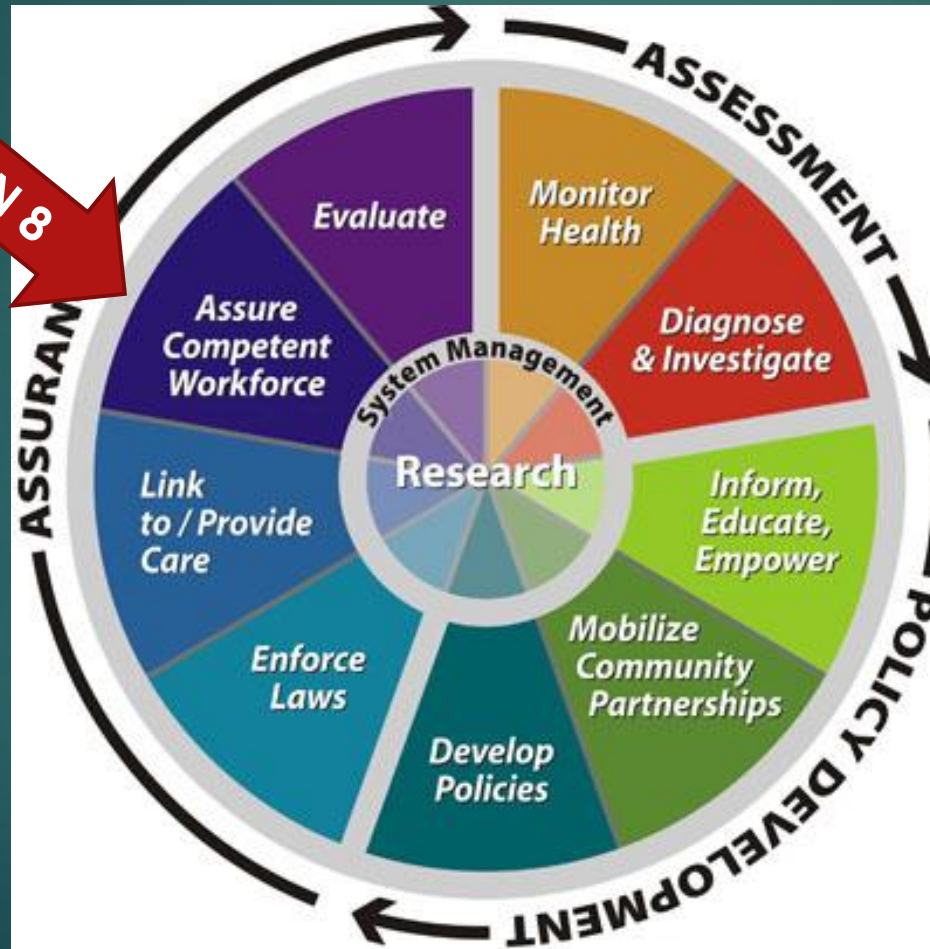- A post webinar evaluation survey will pop up when you leave the meeting, please fill that out

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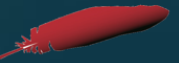
Public Health Workforce in Indian Country

Chart 17. Public Health Occupations Employed by THD/Os

Occupation	Percentage
Health program managers, administrators, directors	95.5%
Registered nurse	85.7%
Physician	69.6%
Nurse practitioner, physician assistant	65.2%
Community health representatives	60.7%
Environmental health specialists	29.5%
Epidemiologist/statistician	6.3%
Health educator	46.4%
Nutritionist/dietitian	53.6%
Dentist	55.4%
Traditional healer	14.3%
Alternative medicine	10.7%
Information systems specialist	49.1%
Behavioral health professional	77.7%
Emergency preparedness	32.1%
Administrative Clerical	82.1%

10 Essential Services of Public Health

PHAB DOMAIN 8
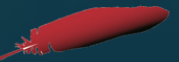
12 PHAB Domains of PH Accreditation align with 10ES model

National Indian Health Board

Winnebago Tribe of Nebraska

Winnebago Public Health Department

Workforce Development Progress

May 2019

Prepared by Linae Bigfire, Accreditation Coordinator

*February 2019 – Partnered with the Public Health Foundation to begin the process of developing our Workforce Development Plan.

-Began by reaching out to them and securing a quote for them. Set-up a meet with Public Health Administrator to discuss needs.

-Included quote in with the NIHB grant request. Not paid solely by NIHB. Health Department put some money in also. (worth the money we spent)

*We scheduled a Workforce Development Training for our 18 Health Director's within the Winnebago Public Health Department for March 2019. (See Health Director's that attended, agenda and pics)

Winnebago Public Health Department Health Director's

EMS/CHR Program/Transportation

Health Admin./Administrative Assistant

Diabetes Director

Good Health and Wellness Coordinator

Public Health Nursing Director

Senior Citizen's Director

Accreditation Coordinator

Pool Manager/Kidz Café

Environmental Health Director

Domestic Violence Director

Public Health Administrator

Public Health Associate

Dental Director

Optometry Director

Health Promotions Director

Circle of Care Director

Behavioral Health Director

Wellness Director

Workforce Development Agenda

Learning Objectives:
- Identify the requirements (standards and measures) of Domain 8 of the Public Health Accreditation Board (PHAB)
- Describe the relevance of workforce development planning to all PHAB domains
- Discuss the need to align workforce development planning with other plans, systems, and policies required by PHAB
- Describe the value of using the Core Competencies for Public Health Professionals in developing workforce development plans
- Practice using the Core Competencies for Public Health Professionals to develop job descriptions

9:00 AM
- Welcome & Introductions
- Importance and Value of Workforce Development
- Understanding & Using the PHAB Standards & Measures
- Alignment of the PHAB Pre-Requisites
- Other PHAB Measures that relate to Workforce Development
- Introduction to the Required Workforce Development Plan Components

12:00 PM   Lunch

12:45 PM
- Introduction to Core Competencies
- Prioritization of Core Competencies for Job Descriptions
- Using Assessment Data to Drive the Training Plan
- Working toward competency-based training

4:00   Adjourn

Training Agenda and Pictures
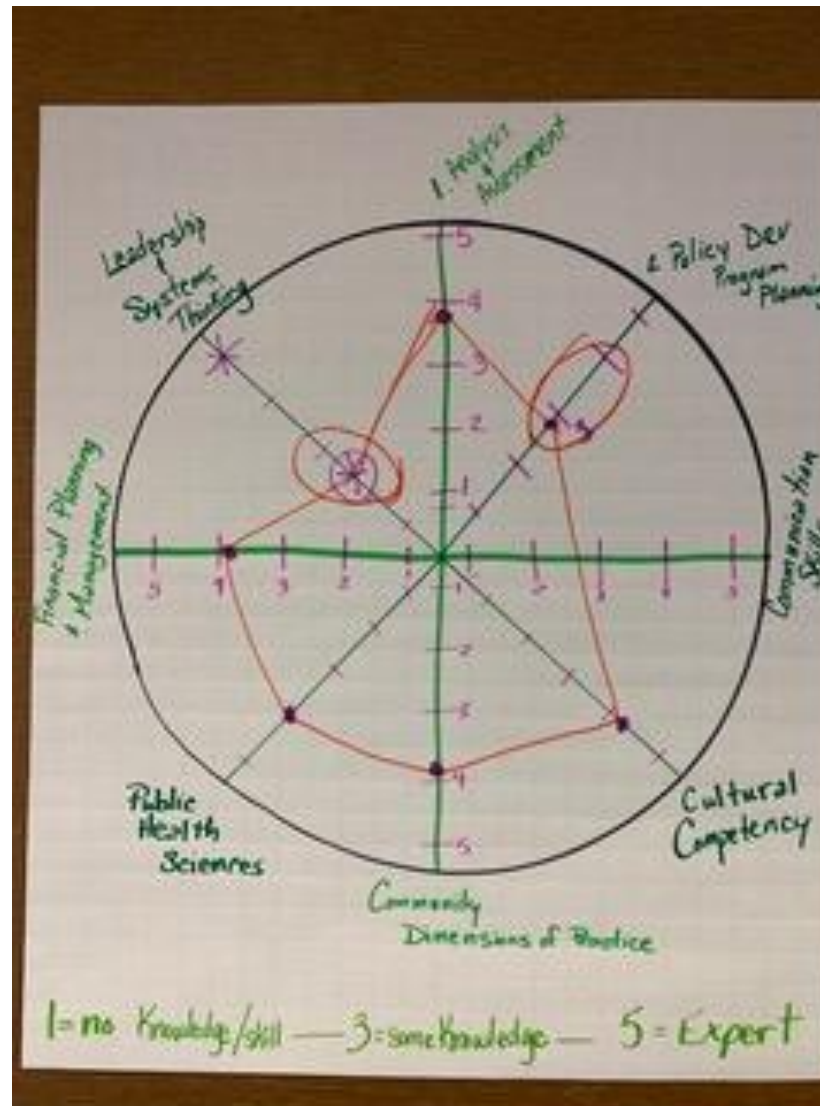
More Pics – 8 Domains we prioritized

Domain 1 – Analysis & Assessment   Domain 5 – Community Dimensions of Practice
Domain 2 – Policy Development   Domain 6 – Public Health Sciences
Domain 3 – Communication Skills   Domain 7 - Financial Planning & Management
Domain 4 – Cultural Competency   Domain 8 – Leadership & Systems Thinking

Goals and Measures Identified and Radar Chart Developed

*Sonja Armbuster from the Public Health Foundation traveled to Sioux City, IA on March 14, 2019 to conduct a training with the Health Directors'.
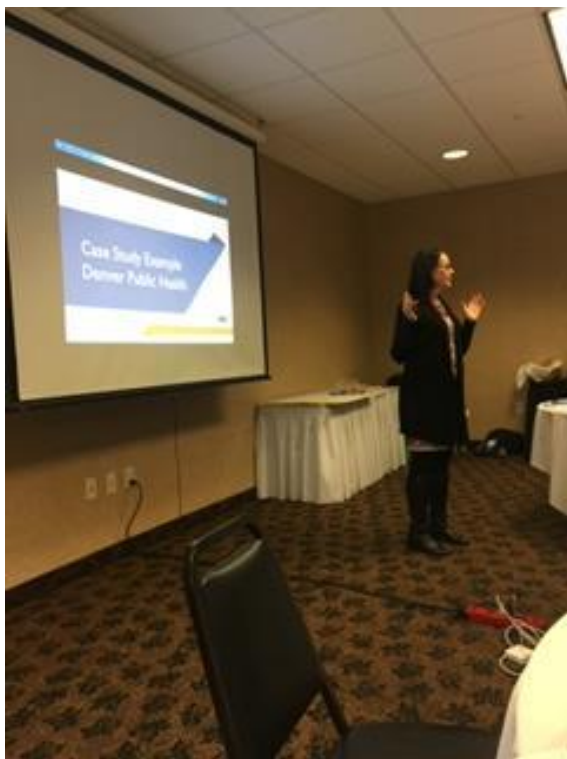
NEXT STEPS…

*Within our Workforce Development Plan, we have divided up staff into (4) Tiers.
Tier 1 – Front Line, Support Staff
ex. Admin. Specialists, Admin. Support Specialist, Office Support, Office Receptionist, etc.
Tier 2 – Public Health Professionals
ex. Case Manager, Dietitian, Dental Assistant, EMS Driver, etc.
Tier 3 – Managers and Supervisors
ex. Health Directors
Tier 4 – Senior Leaders
ex. Public Health Administrator, CEO, etc.

*Conduct the same exercise we did with Tier 3 Staff with Tier 1 and Tier 2.
2 days next week are set aside for Tier 2 Staff due to the size and amount of staff in this Tier. 1 day is set aside in June for Tier 1 staff.

*When we have prioritized these competencies we will what we need to input into our plan.
*A Workforce Development Committee was selected. Work still needs to be done.
Ex. – Finding training for what we have prioritized for each of the Tiers., Planning when they are to be accomplished and how. (In Person or Online) Start putting these competencies in our Job Descriptions.

Public Health Associate Program (PHAP)

Submitted an application in January 2018 to the CDC PHAP.

Was notified around April or May of selection and being matched for an associate.

Notified in that August that we were matched.

Public Health Associate Started October 1, 2018, she has been here for 8 months now.

She is from Alabama and will be here for 2 years. They are assigned to you for 2 years.
Her and I share the same office. She is paid through the CDC and we provide the working space
for her like a computer, phone and office space.

Benefits of having her here is having another person full-time person working on Accreditation.

She has helped in all aspects of Accreditation.
-CHA – Focus Groups
-Strategic Plan
-WFD Plan
-PM/QI Plan

Taos Pueblo

Tribal Public Health Accreditation Position

aka Community Wellness Manager

- How we developed the job description:
  - Used the PHAB Coordinator Handbook for Public Health Initial Accreditation

- The job description as it relates to the PHAB:
  - Develops and implements needs assessments, goals, objectives, policies and procedures, and evaluation strategies for division programs.
  - Be the single point of contact between HCS and PHAB for accreditation process
  - Manage and implement the public health accreditation process

- Skills you were looking for: *(particularly if you used the public health core competencies).*
  - Bachelor's degree in education, health, wellness, and related field; Master's in Public Health preferred
  - Tier 2 & 3 Public Health Core Competencies in most all areas

Public Health Core Competencies

Mostly working within Tier 2 – which is typical for program managers

Domain	PHA Coordinator
Analytical/Assessment Skills	Heavy
Policy Development/Program Planning Skills	Heavy
Communication Skills	Heavy
Cultural Competency Skills	Especially important
Community Dimensions of Practice Skills	Heavy
Public Health Sciences Skills	Medium Heavy
Financial Planning and Management Skills	Light
Leadership and Systems Thinking Skills	Medium heavy

Public Health Workforce

Division Director, Ezra Bayles

- Custodian, Cory Lujan
- Community Wellness Manager, Vacant
- Admin Assistant, Holly Summer Berries

Tiwa Babies Coordinator, Katherine Chavez
- Home Visitor, April Winters
- Home Visitor, Aspen Mirabal
- Home Visitor, Beatrice Lee
- Data Collector, Jackie Martinez

Senior Center Manger, RIchard Archuleta
- Asst. SC Manager, Vacant
- Cook, Nancy Sandoval
- Driver, Howard Montoya
- Cook, Thomas Montoya
- Cook, Angie Whiteeyes

Nutrition Educator, Paula Szloboda

Fitness Specialist, Paula Tsoodle
- Fitness Assistant, April Martinez-Laveta
- Youth Fitness Coordinator, Vacant

PHN, Shannon Lujan
- CHR, Matt Montoya
- CHR, Macrina Lefthand
- CHN, Vacant

Transportation, Cathy Romero
- Driver, Jordan Romero
- Driver, Larry Montoya
- On call Driver, Vacant

Preventionist, Naomi Concha
- YOW, Julia Okanee
- YOW, Vacant

Position Support

- We got initial support for this position from our 2017 tribal government, who wanted to see a Community Health Assessment.

- Support from our Tribal Administrator.

- Funded by Self-Governance Compact with the Indian Health Service
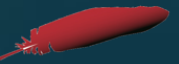
PHA Coordinator Training

- Listening!
- Building relationships!
- Visiting with different program managers, and division directors about the work they are doing or would like to do.
- Webinars.
- Sitting in on phone calls.
- Reading the PHAB Self-Assessment and becoming friends with the PHAB Standards & Measures.

Sonoma County Indian Health Project

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Sonoma County Indian Health Project, Inc. (SCIHP) Profile

- **Location**: Santa Rosa, California

- 1 main clinic, 1 satellite site

- **Tribes**: Cloverdale Rancheria of Pomo Indians, Dry Creek Rancheria Band of Pomo Indians, Federated Indians of Graton Indians, Kashia Band of Pomo Indians of the Stewarts Point Rancheria, Lytton Rancheria, Manchester Band of Pomo Indians of the Manchester Rancheria

- **Strong Systems, Stronger Communities Focus**: Workforce Development and Social Determinants of Health

Community Health Representative (CHR) Selection Criteria

- **CHR Job Description at SCIHP**
  - "A CHR is a frontline public health worker who is a trusted member and has a close understanding of the community…a link between health services and community resources."
  - Bridge gap between the community and health care.
  - Navigate the health care system.
  - Advocate for individual and community needs.
  - Provide direct services, such as health promotion, education, assessments, and screenings.
  - Build individual and community capacity.

Community Health Representative (CHR) Selection Criteria

- Job announcement was posted on multiple online entities and social media at the end of Nov. 2019.

- Response was bigger than expected. Over 20 applicants from various backgrounds and levels of experience submitted applications.

- Top 4 candidates were chosen that best fit the job description and were interviewed by the end of Dec. 2019.

- 2 of the top 4 were offered and accepted the position in Jan. 2019.

- Onboarding process was complete and the CHRs started on Feb. 4th, 2019.

Building SCIHP's Public Health Team

- **December 2018**
  - SCIHP announces the re-establishment of their CHR program. CHRs were not part of the clinic for approximately 10 years.
  - SCIHP collaborates with CRIHB to apply for NIHB's Strong Systems, Stronger Communities grant.
  - Develop a 2019-2020 strategic plan.
  - Goals
    - Improve data collection: to drive policy and population outcomes through high-quality data.
    - Workforce development: to ensure public health staff are properly trained and competent.
    - Continuum of care: to coordinate, integrate, and improve care within SCIHP's medical department.
    - Chronic disease prevention: enhance preventative education and management amongst patients with hypertension and/or diabetes.

Building SCIHP's Public Health Team

- **January – March 2019: Planning, Development, Marketing of CHR program**
  - NIHB SSSC Orientation
  - First Site Visit with CRIHB & NIHB (included Public Health training and technical assistance)
  - Marketing materials, curating health education tools, and conducting outreach events
- **April – May 2019: More Training!**
  - Second Site Visit with CRIHB
  - Training on Social Determinants of Health & PRAPARE tool
  - Professional development opportunities: IHS Best Practices Conference, Motivational Interviewing with Local County Agency, etc.
  - Start data collection with PRAPARE tool
- **June – July 2019: Data into Action**
  - Complete PRAPARE data collection and analyze results.
  - Create a community resource guide based on results.
  - Establish external partnerships to build SCIHP's capacity with resources and referrals.
  - Send CHRs to CRIHB's Community Health Worker Training facilitated by Washington Department of Health.

Workforce Assessment
can answer....

▶ What are the gaps in staff positions (10 Essential Services)?

▶ What are the capabilities of your staff as compared against competencies?

▶ What are gaps in competencies for staff?

▶ What is your plan for staff development?

▶ What is your plan for future staffing and skills needed for a changing public health environment?

▶ How will you evaluate your WFD plan?

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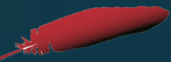
Core Competencies for Public Heath Professionals

- Domains
  - Analytical/Assessment Skills
  - Policy Development/Program Planning Skills
  - Communication Skills
  - Cultural Competency Skills
  - Community Dimensions of Practice Skills
  - Public Health Sciences Skills
  - Financial Planning and Management Skills
  - Leadership and Systems Thinking Skills
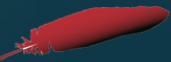- Tiers
  - Tier 1 – Front Line Staff / Entry Level
  - Tier 2 – Program Management / Supervisory Level
  - Tier 3 – Senior Management / Executive Level
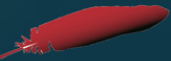
National Indian Health Board
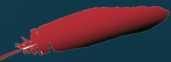
Workforce Tools

▶ Core Competency Assessment (PHF)

   ▶ Tier based

   ▶ Assess both individual staff (addressed with training) and team as a whole (can be addressed with hiring)

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Workforce Development Plan?

- A public health workforce development plan sets forth objectives and strategies that are aimed at training or educational programs to bring public health employees up to date on the skills necessary to do their jobs better or to train the next generation of public health workers and leaders.

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Workforce Assessment And Implementation Model

1. Determine Future State Goals

2. Conduct Current State Assessment and Gap Analysis

3. Develop Workforce Development Plan

4. Implement, Monitor, Evaluate, and Revise Development Plan
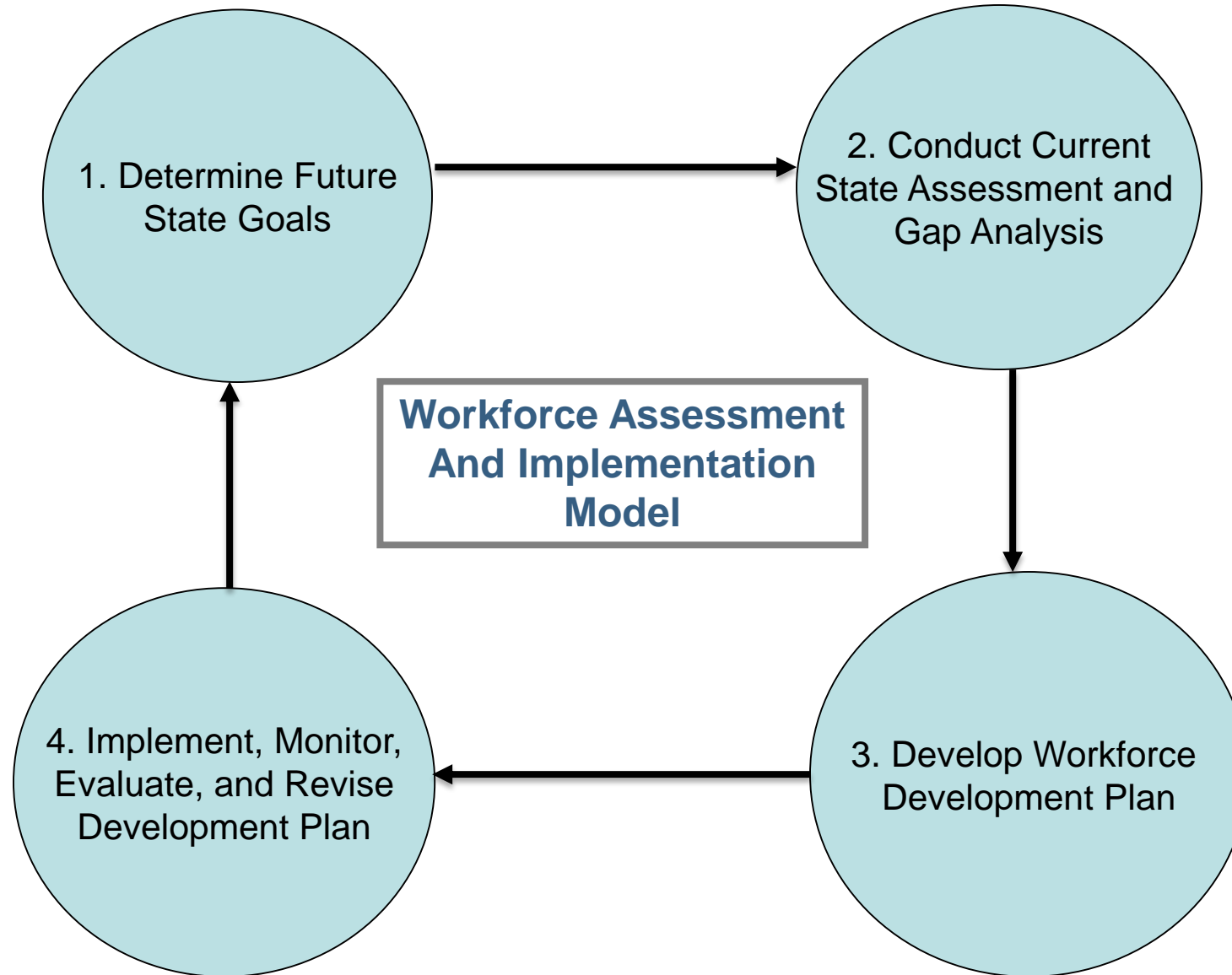
Several Relevant PHAB Standards and Measures

➢ Relationships with academe for training, expertise, and research (8.1.1 S and 10.1.2 T/S) and others (8.1.1 T/L and 10.2.2 A)

➢ Assess and develop Workforce competencies (8.2.1 A)

➢ Address competency gaps (8.2.1.A)

➢ Leadership, management, and other staff development activities (8.2.3 A)

➢ State health department assistance to tribal and local health departments (8.2.5 S)

➢ Use IT to support mission and Workforce (11.1.6 A)

➢ Job descriptions (8.2.2 A)

➢ Recruitment and retention issues/needs, including work environment (8.2.2 A and 8.2.4 A)

What Are Your Workforce Development Goals?
Some Examples:

➢ **Recruit and Retain Qualified Personnel**
  - ➢ Address training needs and Core Competencies
  - ➢ Assure sufficient, competent staff to provide mandatory services.
  - ➢ Address gaps in pay
    - ➢ Equity
    - ➢ Competitive salaries
    - ➢ Merit raises

➢ **Career Development**
  - ➢ Succession plans: Provide opportunities for advancement through management levels
  - ➢ Develop the leadership to assume top positions when they become vacant
  - ➢ Create mentoring programs
  - ➢ Establish formal working relationships with schools of public health and other academic programs
  - ➢ Provide training to help build staff skills and competence

➢ **Continuously Provide Employees with Flexible Development Opportunities to Ensure the Effective and Innovative Delivery of Health Department Programs and Services**

Components of a Workforce Development Plan

- ➢ Goals
- ➢ Description/Profile of Current Workforce
- ➢ Job Descriptions
- ➢ Core Competencies Gaps
- ➢ Closing Core Competencies Gaps
- ➢ Establish Relationships
- ➢ Leadership and Management Development
- ➢ Recruitment and Retention Strategies
- ➢ Assistance to Local Health Departments and Tribes
- ➢ IT to Support Goals
- ➢ Other

8.2.1.1 Workforce Development Plan

Required documentation

A WFD Plan must include: A description of barriers/inhibitors to the achievement of closing   gaps or addressing future needs in capacity or   capabilities and strategies to address those   barriers/inhibitors.

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Workforce Tools

PHAB

Advancing public health performance
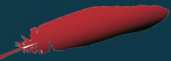
Public Health Accreditation Board

Accreditation Coordinator Handbook for Public Health Department Initial Accreditation

July 2018

Considerations for Selecting an Accreditation Coordinator
March, 2012

Health department directors can use this information to aid in the selection of their Accreditation Coordinator.

Health departments pursuing PHAB accreditation are required to appoint one person as an Accreditation Coordinator (AC). The AC is an assigned staff member who will lead the health department's accreditation efforts toward continuous quality and performance improvement of services provided. The AC cannot be the health department director. The AC is responsible for coordinating the accreditation process within the health department and is the single communication contact between the health department and PHAB throughout the entire accreditation process.

The AC role is critical to the health department's success in seeking accreditation; selection of the right person is essential.

Resources
The AC will have access to all of PHAB's preparation and process materials on the PHAB website www.PHABoard.org, including the Online Orientation; will receive PHAB in-person training; and will be provided an AC Handbook.

Time Requirement
The AC should be prepared to spend a substantial percentage of their time on accreditation related duties, and 100% of their time during certain phases of the process, for example, the site visit.

e-PHAB
The AC will work with PHAB's electronic information system, e-PHAB, in all phases of the accreditation process. e-PHAB has been designed specifically for PHAB and tracks all transactions in the accreditation process. ACs will receive hands-on training on e-PHAB.

PHAB
Advancing public health performance

Accreditation Coordinator responsibilities include:
- Conduct assessments of the health department's readiness to seek accreditation;
- Complete the PHAB Online Orientation, Statement of Intent (SOI), and Application;
- Coordinate the development and implementation of the health department's internal plan to engage staff in the accreditation process;
- Engage partner organizations and community partners in the accreditation process;
- Develop and facilitate the health department's Accreditation Team;
- Manage the selection process for documentation for the PHAB measures;
- Maintain a documents management process;
- Manage the site visit and the review of the site visit report; and
- Manage the development and submission of required reports and fees to PHAB.

**Accreditation Coordinator skills should include:**
- Leadership skills to select and lead an Accreditation Team;
- Analytic skills to work with the Accreditation Team to gather and select the most appropriate documentation for PHAB measures;
- Time management and organizational skills to use project management tools to keep the process moving forward in a timely and systematic method;
- Communication skills to convey the importance and process of public health accreditation to staff, governing entity, department leadership, partners, and the community through presentations and other communication vehicles;
- Writing skills to provide clarification and support for documentation and to submit annual reports to PHAB that describe progress made towards addressing areas of improvement;
- Team building skills to motivate an Accreditation Team, prioritize actions, delegate responsibilities, clearly define tasks, and keep moral high through celebrating successes; and
- Computer skills to train an Accreditation Team in using e-PHAB and manage an internal data base of proposed and selected documentation.

Successful Accreditation Coordinators will:
- Be detail oriented in order to keep the accreditation process on track;
- Be able to motivate others through the 5 year accreditation cycle;
- Be able to facilitate meetings, discussions, and consensus processes;
- Have an overall understanding of the operations of the health department and the 10 Essential Public Health Services;
- Have access to the director of the health department;
- Have the authority required to make assignments to co-workers and set deadlines; and
- Have strong organizational and project management skills to manage tasks that will be conducted concurrently by various staff.

Workforce Assessment
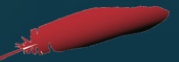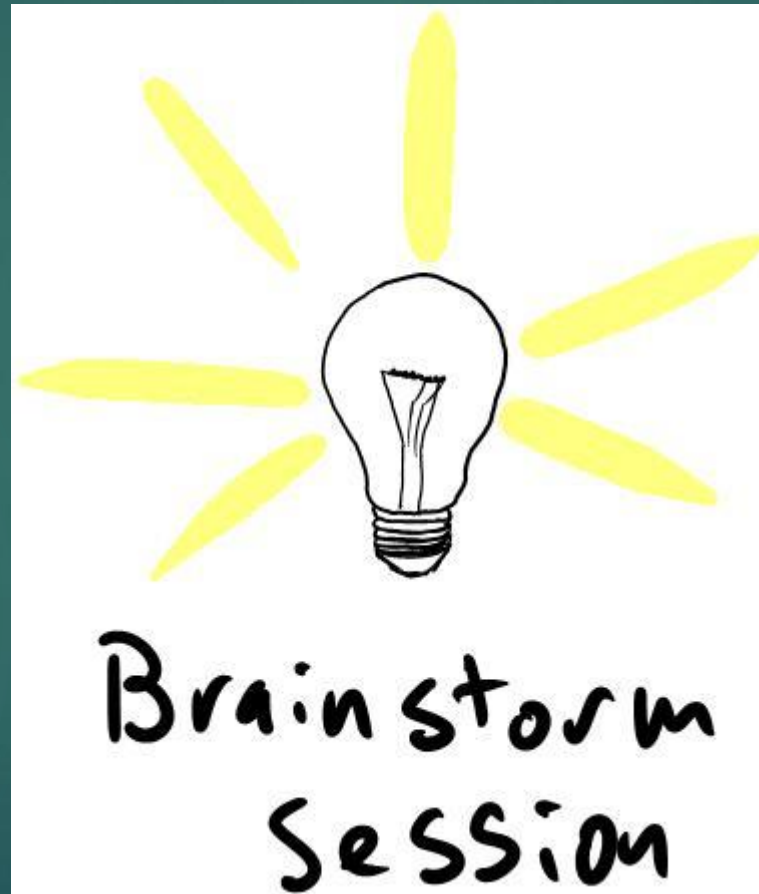
Workforce Development Pitfalls

1. **Expecting HR to "Own" Workforce Planning**
   - ✓ Everyone owns it.

2. **Failing to See the Bigger Picture**
   - ✓ Workforce planning is a strategic exercise, not a short-term budgeting endeavor.
   - ✓ The goal is not to slot employees onto project teams or into schedules, but to ensure managers prepare a future Workforce to execute the organization's objectives.
   - ✓ It is also critical for the Workforce Development Plan to estimate the impact of business changes that are expected to occur beyond the forecast time frame.

3. **Trying to Run Before You Can Walk**

Workforce Development Pitfalls

4. Talking in a Different Language to the Board and Senior Management

- ✓ Quantify the impact, making it possible for senior management to understand the value of Workforce planning to the organization.

- ✓ What are the costs associated with vacancies in critical job roles, in terms of lost revenue, missed deadlines, or increased contractor costs?

- ✓ What are the estimated costs and savings of reductions in voluntary turnover for critical job roles and/or tenure groups, in terms of reduced training and talent acquisition costs?

- ✓ How much return will be recognized from an investment in tools or training to enhance productivity?

- ✓ What savings can be realized by developing employees internally rather than recruiting externally?

Workforce Development Pitfalls

5. **Falling at the Last Hurdle: Implementation**

   › Failing to put in place the processes to bridge the gap between current Workforce (supply) and future needs (demand).

   › Too often, the Workforce Development Plan becomes an academic exercise, another HR activity or a document that grows dusty on a shelf and never get actioned.

6. **Planning Without the Right Skills**

Source: SuccessFactors White Paper: Workforce Planning Pitfalls

Thank you!

Next TALC:

JUNE 15, 2019

3PM ET, 2PM CT, 1PM MT, 12PM PT

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