

Workforce Development Plan

2020-2025



Arkansas Department of Health
July 15, 2021

ADH Workforce Development Plan

Purpose & Introduction

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.

This document provides a comprehensive workforce development plan for the Arkansas Department of Health (ADH). 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.*

In this plan

The ADH Workforce Development Plan contains the following topics:

Topic	See Page
Learning Culture	2
Workforce Profile	3
Continuing Education Requirements	4
Training Needs	5
External Professional Development Relationship	6
Goals, Objectives, and Implementation of Plan	7
ADH Training Courses Available	9
ADH Curricula & Training Schedule	10
Evaluation & Tracking	11
Core Competencies	12
Appendices	20

Questions

The Human Resources Branch is responsible for all training and workforce development initiatives, including the maintenance of this plan.

For questions about this plan, please contact:

Tracy D. Bradford, Director; Sherri Simpson or Trisa Mitchell, HR Managers
Human Resources Office
4815 West Markham St., Little Rock, AR 72205
Phone: 501-280-4099

Learning culture

The Arkansas Department of Health's philosophy on training and education is to provide employees with an ongoing mechanism to enhance their skills and knowledge, leading to job mastery and applied professional development; ultimately resulting in better production in the workplace. The Workforce Development Plan roadmaps the agencies' goals and objectives to maintain a highly skilled workforce that is prepared to deliver public health essential services and respond to public health emergencies.

Workforce policies

Policies guiding workforce training and development can be located on the agencies' Policies and Procedures intranet site library, in the Human Resources cabinet.

Workforce Profile

Introduction This section provides a description of the Arkansas Department of Health’s current and anticipated future workforce needs.

Current workforce demographics

The table below summarizes the demographics of the agency’s current workforce as of July 2019:

Category	#
Total # of Employees:	1968
Gender:	Female: 1533 Male: 435
Race:	Hispanic: 37 American Indian / Alaska Native: 5 Asian/Hawaiian: 39 African American: 508 Caucasian: 1379 More than One Race: 0 Other: 0
Age:	< 20: 2 20 – 29: 186 30 – 40: 378 40 – 49: 549 50 – 59: 558 >60: 330
Primary Professional Disciplines/Credentials:	Leadership/Administration: 39 Nurse: 398 Registered Sanitarian/EH Specialist: 113 Epidemiologist: 31 Health Educator: 5 Dietician: 31 Social Workers: 3 Physicians: 10 Pharmacist: 7 Veterinarians: 1 Attorney: 6 Dentist: 1 Physician Assistant: 3

In the 2019 Association of State and Territorial Health Officers Profile Survey, it was noted that the average age of ADH employees was 47 years, the median age was 48 years, and the average number of years of service was 13. Of full-time classified employees, 13% will be eligible for retirement in fiscal year 2021, 15% will be eligible in 2022, and 16% will be eligible in 2023.

**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, that are required to maintain their position at ADH are shown in the table below.

Discipline	AR CE Requirements (as of 2019)
Nursing - RN	15 contact hours every 2 years
Registered Sanitarian	2 CEU's every two years/1 CEU = 10
Health Educator (CHES/MCHES)	75 CECH every 5 years
Certified Public Health Practitioner	50 hours every 2 years
Physician	20 hours every year
Dietitian (RD, LD)	75 CPEUs every 5 years by the Commission on Dietetic Registration (CDR), 12 CEU's every year (ADLB)
Pharmacist	30 CE hours every 2 years. 12 hours required to be live and 12 hours required to be ACPE approved. If the 12 live hours are ACPE approved, both requirements are considered met.
Emergency Medical Technician, Advanced EMT, Paramedic	EMT 20 hours of approved CE, Advanced EMT 25 hours of approved CE, Paramedic 30 hours of approved CE.
Attorney	12 CLEs annually, including one hour of ethics.
Physician Assistant	100 CME hours every 2 years and pass the PANRE once each 10 th year.
Veterinarian	20 CEs annually.
Dentist	50 CEUs every 2 years (even years).

Training Needs

Introduction This section describes both identified and mandatory training needs within the Arkansas Department of Health.

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

Training	Who	Frequency
ADH HIPAA	All Staff	Annually
New Employee Orientation	All New Employees	Within 2 weeks of hire
Public Health Nursing Orientation	All New Public Health Nurses	Within 6 months of hire
ADH Supervision 101	All new Supervisors and Managers	Within 6 Months of hire
ADH Supervisory Online Training	Tenured Supervisors and Managers	Must complete update training every 5 years
IS-100 ICS	All Staff	Within 3-6 months of hire
IS-700 NIMS	All Staff	Within 3-6 months of hire
Security Mentor	All Staff	Quarterly
Certified Pool Operators National Certification	Environmental Health Specialists	Within 18 months of hire; then required every 5 years
Serv Safe National Certification	Environmental Health Specialists	Within 18 months of hire; then required every 5 years
Arkansas Standardization Program	Environmental Health Specialists	Within 18 months of hire; then required every 3 years
Onsite Wastewater program testing	Environmental Health Specialists	Within 18 months of hire; then required every 4 years

External Professional Development Relationship

University of Arkansas Medical Sciences – College of Public Health

Masters of Public Health (MPH)

The MPH degree is a forty-two (42) semester credit hour program designed to accommodate the student who wishes to obtain an area of concentration in traditional public health specialties. Available specialty tracks include biostatistics, epidemiology, environmental and occupational health, health behavior/health education, and health policy and management.

Post-Baccalaureate Certificate in Public Health (PBC)

This program of study requires eighteen (18) semester credit hours. The six (6) MPH core courses (Introduction to Public Health, Biostatistics I, Environmental and Occupational Health, The Health Care System, Introduction to Health Behavior and Health Education and Epidemiology I) comprise the coursework for the Post-Baccalaureate Certificate program.

Doctor of Public Health (DrPH) In Public Health Leadership

The Doctor of Public Health in Public Health Leadership provides extensive training in the public health sciences, public health practice, and leadership skills necessary to respond to the rapidly shifting, sometimes unanticipated challenges of the public health and health care systems.

ADH Employees on Faculty at UAMS

Dr. Lindy Bollen – Adjunct Instructor, College of Health Professions

Dr. Jennifer Dillaha - Assistant Professor, COPH Department of Health Policy and Management

Ms. Sherian Kwanisai, Instructor, College of Nursing

Ms. Shirley Louie – Instructor, COPH Department of Environmental and Occupational Health

Dr. Richard McMullen – Assistant Professor, COPH

Dr. Leonard Mukasa - Assistant Professor, COPH Department of Epidemiology

Dr. Naveen Patil - Instructor, Department of Internal Medicine

Ms. Rupa Sharma – Instructor, COPH Department of Epidemiology

Dr. Bala Simon – Associate Professor COPH

Goals, Objectives, & Implementation Plan

Introduction This section provides information regarding workforce development 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
Human Resources	<p>Responsible for administering the agencies' personnel systems and establishing necessary policies, procedures and regulations to ensure system uniformity in accordance with state and federal law. Human Resources provides for the efficient use of state resources and the effective management of Classification and Compensation, Recruitment and Retention, Training, and Technical Support.</p> <p>Ensures fairness, equity and uniformity in the application and administration of all personnel policies, rules and regulations and the optimal use of the agencies human capital.</p> <p>Also provides guidance to the Executive Management team regarding workforce development and assists in creating a culture that is conducive and supportive of learning. Human Resources works to find appropriate training/professional development opportunities for staff and is responsible for informing supervisors of workforce development needs, plans, and issues.</p>
Center/Branch, Board and Commission Directors	Responsible to the Executive Management for all employees within their centers/branches. Supports coaches, mentors, supervisors, and/or employees to assure that appropriate training resources and support structures are available within the center/branch. Identifies high potential employees as part of agency succession plan.
Supervisors	Responsible to their managers 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 application, tuition reimbursement). Identifies high potential employees as part of agency succession plan.
All Employees	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, relevant to their position.

Goals and Objectives The information below shows the agencies' five goals and eleven objectives for addressing training and development needs. They are based on the results of the 2017 Association of State and Territorial Officers Public Health Workforce Interest and Needs Survey as well as a SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis by an ADH internal workforce development workgroup.

Goal 1: Prioritize Succession Planning

Objective 1.1: Research best practices and identify strategies for succession planning

Objective 2.1: Facilitate, with ADH Leadership, the development of a succession planning program

Goal 2: Invest in Training for the Existing Public Health Workforce

Objective 2.1: Establish new training platforms that allow more virtual and interactive training experiences

Objective 2.2: Look at best practices from the pandemic response and identify those that could be used to revise HR policies and procedures

Goal 3: Enact Workplace Policies and Practices that Support Job Satisfaction and Improve Retention

Objective 3.1: Evaluate Supervisor Training and make identified modifications

Objective 3.2: Develop a system to collect data regarding reasons for voluntary employee turnover

Objective 3.3: Review employee engagement in workplace wellness activities to identify opportunities

Goal 4: Address Areas for Improving Employee Engagement

Objective 4.1: Implement annual surveys of employee training needs and identify opportunities to address the needs identified

Objective 4.2: Identify, develop and implement opportunities for workplace policies and practices that reward creativity and innovation

Goal 5: Integrate Core Competencies for Public Health Professionals with the Performance and Evaluation system

Objective 5.1: Develop a mechanism that will integrate the core competencies with the supervisor's use of the State of Arkansas Performance Goals Compensation System

Arkansas Department of Health Available Training Courses

<u>Course</u>	<u>Target Audience</u>	<u>Objectives</u>
Attitude Virus	Supervisors, All Employees	<ul style="list-style-type: none"> -Focusing on behavior, not personality -Acknowledge underlying causes for bad attitudes -Addressing stress-causing issues -Learning to replace negative reactions with new, adaptable
Cultural Awareness	All Employees	<ul style="list-style-type: none"> -Increase employee awareness of cultural similarities and differences
Customer Service	All Employees	<ul style="list-style-type: none"> -List, describe and utilize the basics of good customer service -Utilize effective communication skills and techniques -Identify personality strengths and how to use them effectively -Utilize good telephone etiquette practices and important customer service values -Identify customer service problems and develop solutions
Communicating Effectively	All Employees	<ul style="list-style-type: none"> -State the three phases of all communication -Recognize poor communication skills -Utilize techniques for appropriate professional verbal communication -Use good communication skills in verbal and non-verbal communication, including e-mail, body language and informational documents -Assess if the intended message is properly stated
Dealing With Difficult People	All Employees by request	<ul style="list-style-type: none"> -Describe the impact of Dealing with Difficult People. -Understand how to get results with any personality. -Identify how to keep your balance when in a Difficult Situation.
Teamwork 1 – Insight Inventory	All employees, best for entire team to attend together, by request	<ul style="list-style-type: none"> -Identify four personality strengths -Flex personality strengths to better communicate with others -Develop a team wheel to assess the team’s strengths and possible dangers
Teamwork 3 – Developing Trust	All Employees by request	<ul style="list-style-type: none"> -Define Trust -List benefits of trust -Measure your Trust level -List actions that build and reduce trust -Describe the four factors of self-trust and critical behavior factors -Describe the principles of behavior and how they affect trust
Time Management	All Employees	<ul style="list-style-type: none"> -Define time management -Analyze how participants spend their time -Identify time wasters and ways to eliminate them -List and describe time management techniques -Develop a personal time management plan for their work.

Arkansas Department of Health Curricula & Training Schedule 2020-2025

Introduction

This section describes the curricula and training schedule for the Arkansas Department of Health.

Topic	Description	Target Audience	Competencies Addressed	Schedule	Resources
ADH New Employee Orientation	Two-day course that covers policies/procedures and benefits on day one; day two includes cultural awareness, customer service and teamwork	All New Employees	11.1.2; 11.1.3	Available online	ADH Intranet page
ADH Supervision 101	Three-day course specifically designed for <i>new supervisors</i> that is Governor Mandated by Executive Orders 93 -1 and 86 -1. Topics include employee discipline, mediation and grievance, employee conduct, performance evaluations, recruitment and hiring, resignation and termination, and interpreting state and federal laws and agency recruitment and hiring, resignation and termination, and interpreting state and federal laws and agency policies. Also included in this course is Teamwork I.	All New Supervisors	8.2.2; 11.1.3; 9.2.5	Within the first 6 months of supervisory role	ADH Intranet page
ADH Supervisory Online Training	Must complete all six online modules that are required for Supervision 101	Seasoned supervisors and managers	Varies	Every 5 years	http://ar.train.org
ADH HIPAA Privacy and Security Training	Mandatory training on patient confidentiality	All Staff	Mandate	Annually	http://ar.train.org

Evaluation and Tracking

Introduction

The Arkansas Department of Health (ADH) makes use of the Train Learning Management System to both Evaluate and Track training conducted at ADH. Arkansas Department of Health is an approved provider of continuing nursing education by the Arkansas Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. All courses in which CNE Contact Hours are offered are required to be listed through Train. This section describes how evaluation and tracking of training is conducted at ADH.

Evaluation

Evaluation of training will provide the ADH with useful feedback regarding its efforts, including content, delivery, vendor preferences, and training effectiveness.

All Course providers who use TRAIN are encouraged to make use of the Evaluation function within TRAIN.

Accurate evaluation reporting is necessary, particularly for professional continuing education documentation and quality improvement purposes. Nurses who take courses in which CNE Contact Hours are offered are required to complete an Evaluation through Train prior to being awarded the Contact Hours. Nurses who do not complete the course within two weeks of the completion of the course may not be awarded the Contact Hours.

In addition to the Initial Evaluation a voluntary Follow up Evaluation is conducted through TRAIN. This Follow up Evaluation appears in the Learner's TRAIN account 90 days after the completion of the course and is made available for 60 days. The Follow up Evaluation looks to find out how the course impacted the learners nursing practice.

The TRAIN Administrator pulls the Evaluation results for both from TRAIN, creates an Evaluation Summary Report, and submits the report to the Course Nurse Planner for review. An electronic copy of the Evaluation Summary report is maintained by Workforce Development section of the ADH Human Resources Office.

Please see Appendix C for examples of Evaluation forms

Tracking

ADH encourages agency-wide use of TRAIN as a resource for tracking employee training. Located at <https://ar.train.org>, the system has the ability to create and maintain personal learning records, perform course searches, and provide the ability to register for courses online. It allows the Course Provider the tools to generate a course roster, surveys, evaluations, generate reports, certificates of completion and sign-in sheets. TRAIN is used to track all CNE Courses ADH offers as well as how many CNE Contact Hours have been awarded. In addition, Train also provides a Transcript for each user with a list of courses that the user has completed.

Core Competencies for ADH Public Health Professionals

Tier 1	Tier 2	Tier 3
Analytic/Assessment Skills		
Identifies the health status of populations and their related determinants of health and illness	Assesses the health status of populations and their related determinants of health and illness	Reviews the health status of populations and their related determinants of health and illness conducted by the organization
Describes the characteristics of a population-based problem	Describes the characteristics of a population-based health problem	Describes the characteristics of a population-based health problem
Uses variables that measure public health conditions	Generates variables that measure public health conditions	Evaluates variables that measure public health conditions
Uses methods and instruments for collecting valid and reliable quantitative and qualitative data	Uses methods and instruments for collecting valid and reliable quantitative and qualitative data	Critiques methods and instruments for collecting valid and reliable quantitative and qualitative data
Identifies sources of public health data and information	References sources of public health data and information	Expands access to sources of public health data and information
Recognizes the integrity and comparability of data	Examines the integrity and comparability of data	Evaluates the integrity and comparability of data
Identifies gaps in data sources	Identifies gaps in data sources	Rectifies gaps in data sources
Adheres to ethical principles in the collection, maintenance, use, and dissemination of data and information	Employs ethical principles in the collection, maintenance, use, and dissemination of data and information	Ensures the application of ethical principles in the collection, maintenance, use, and dissemination of data and information
Describes the public health applications of quantitative and qualitative data	Interprets quantitative and qualitative data	Integrates the findings from quantitative and qualitative data
Collects quantitative and qualitative community data	Makes community-specific inferences from quantitative and qualitative data	Determines community specific trends from quantitative and qualitative data
Uses information technology to collect, store, and retrieve data	Uses information technology to collect, store, and retrieve data	Uses information technology to collect, store, and retrieve data
Describes how data are used to address scientific, political, ethical, and social public	Uses data to address scientific, political, ethical, and social public	Incorporates data into the resolution to address scientific, political, ethical, and social public
		Identifies the resources to meet community health
Policy Development/Program Planning Skills		
Gathers information relevant to specific public health policy issues	Analyzes information relevant to specific public health policy issues	Evaluates information relevant to specific public health policy issues

Participates in the development of demographic, statistical, programmatic and scientific presentations	Presents demographic, statistical, programmatic and scientific presentations	Interprets demographic, statistical, programmatic and scientific presentations
Applies communication and group dynamic strategies in interactions with individuals and groups	Applies communication and group dynamic strategies in interactions with individuals and groups	Applies communication and group dynamic strategies in interactions with individuals and groups
		Communicates the role of public health within the overall health system

Cultural Competency Skills

Incorporates strategies for interacting with persons from diverse backgrounds	Incorporates strategies for interacting with persons from diverse backgrounds	Ensures that there are strategies for interacting with persons from diverse backgrounds
Recognizes the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services	Considers the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services	Ensures the consideration of the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services
Responds to diverse needs that are the result of cultural differences	Responds to diverse needs that are the result of cultural differences	Responds to diverse needs that are the result of cultural differences
Describes the dynamic forces that contribute to cultural diversity	Explains the dynamic forces that contribute to cultural diversity	Assesses the dynamic forces that contribute to cultural diversity
Describes the need for a diverse public health workforce	Describes the need for a diverse public health workforce	Assesses the need for a diverse public health workforce
Participates in the assessment of the cultural competence of the public health organization	Assesses public health programs for their cultural competence	Assesses the public health organization for its cultural competence
		Ensures the public health organization's cultural competence

Community Dimensions of Practice Skills

Recognizes community linkages and relationships among multiple factors (or determinants) affecting health	Assesses community linkages and relationships among multiple factors (or determinants) affecting health	Evaluates community linkages and relationships among multiple factors (or determinants) affecting health
Demonstrates the capacity to work in community-based participatory research efforts	Collaborates in community-based participatory research efforts	Encourages community-based participatory research efforts within the public health organization
Identifies stakeholders	Establishes linkages with key stakeholders	Establishes linkages with key stakeholders
Collaborates with community partners to promote the health of the population	Facilitates collaboration and partnerships to ensure participation of key stakeholders	Ensures the collaboration and partnerships of key stakeholders through the development of formal and informal agreements

Maintains partnerships with key stakeholders	Maintains partnerships with key stakeholders	Maintains partnerships with key stakeholders
Uses group processes to advance community involvement	Uses group processes to advance community involvement	Uses group processes to advance community involvement
Describes the role of governmental and non-governmental organizations in the delivery of community health service	Distinguishes the role of governmental and non-governmental organizations in the delivery of community health service	Integrates the role of governmental and non-governmental organizations in the delivery of community health service
Identifies community assets and resources	Negotiates for the use of community assets and resources	Negotiates for the use of community assets and resources through MOUs and other formal and informal agreements
Gathers input from the community to inform the development of public health policy and programs	Uses community input when developing public health policies and programs	Ensures community input when developing public health policies and programs
Informs the public about policies, programs, and resources	Promotes public health policies, programs, and resource	Defends public health policies, programs, and resources
		Evaluates the effectiveness of community engagement strategies on public health policies, programs, and resources

Public Health Sciences Skills

Describes the scientific foundation of the field of public health	Discusses the scientific foundation of the field of public health	Critiques the scientific foundation of the field of public health
Identifies prominent events in the history of the public health profession	Distinguishes prominent events in the history of the public health profession	Explains lessons to be learned from prominent events in the history in comparison to the current events of the public health profession
Relates public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health	Relates public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health	Incorporates the Core Public Health Functions and Ten Essential Services of Public Health into the practice of the public health science
Identifies the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences)	Applies the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration and social and behavioral health sciences) to public health policies and programs	Applies the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration and social and behavioral health sciences) to public health policies and programs
Describes the scientific evidence related to a public health issue, concern, or intervention	Conducts a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention	Integrates a review of the scientific evidence related to a public health issue, concern, or intervention into the practice of public health

Retrieves scientific evidence from a variety of text and electronic sources	Retrieves scientific evidence from a variety of text and electronic sources	Synthesizes scientific evidence from a variety of text and electronic sources
Discusses the limitations of research findings	Determines the limitations of research findings	Critiques the limitations of research findings
Describes the laws, regulations, policies and procedures for the ethical conduct of research	Determines the laws, regulations, policies and procedures for the ethical conduct of research	Advises on the laws, regulations, policies and procedures for the ethical conduct of research
Partners with other public health professionals in building the scientific base of public health	Contributes to building the scientific base of public health	Contributes to building the scientific base of public health
		Establishes partnerships with academic and other organizations to expand the public health science base and disseminate research findings

Financial Planning and Management Skills

Describes the local, state, and federal public health and health care systems	Interprets the interrelationships of local, state, and federal public health and health care systems for public health program management	Leverages the interrelationships of local, state, and federal public health and health care systems for public health program management
Describes the organizational structures, functions, and authorities of local, state, and federal public health agencies	Interprets the organizational structures, functions, and authorities of local, state, and federal public health agencies for public health program management	Leverages the organizational structures, functions, and authorities of local, state, and federal public health agencies for public health program management
Adheres to the organization's policies and procedures	Develops partnerships with agencies within the federal, state, and local levels of government that have authority over public health situations or with specific issues, such as emergency events	Manages partnerships with agencies within the federal, state, and local levels of government that have authority over public health situations or with specific issues, such as emergency events
Participates in the development of a programmatic budget	Implements the judicial and operational procedures of the governing body and/or administrative unit that oversees the operations of the public health organization.	Manages the implementation of the judicial and operational procedures of the governing body and/or administrative unit that oversees the operations of the public health organization.
Operates programs within current and forecasted budget constraints	Develops a programmatic budget	Defends a programmatic and organizational budget
Identifies strategies for determining budget priorities based on federal, state, and local financial contributions	Manages programs within current and forecasted budget constraints	Ensures that programs are managed within current and forecasted budget constraints

Reports program performance	Develops strategies for determining budget priorities based on federal, state, and local financial contributions	Critiques strategies for determining budget priorities
Translates evaluation report information into program performance improvement action steps	Evaluates program performance	Determines budgetary priorities for the organization
Contributes to the preparation of proposals for funding from external sources	Uses evaluation results to improve performance	Evaluates program performance
Applies basic human relations skills to internal collaborations, motivation of colleagues, and resolution of conflicts	Prepares proposals for funding from external sources	Uses evaluation results to improve performance
Demonstrates public health informatics skills to improve program and business operations	Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts	Approves proposals for funding from external sources
Participates in the development of contracts and other agreements for the provision of services	Applies public health informatics skills to improve program and business operations	Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts
Describes how cost-effectiveness, cost-benefit, and cost-utility analyses affect programmatic prioritization and decision making	Negotiates contracts and other agreements for the provision of services	Integrates public health informatics skills into program and business operations
	Uses cost-effectiveness, cost-benefit, and cost-utility analyses in programmatic prioritization and decision making	Approves contracts and other agreements for the provision of services
		Includes the use of cost-effectiveness, cost-benefit, and cost-utility analyses in programmatic prioritization and decision making
		Incorporates data and information to improve organizational processes and performance
		Establishes a performance management system
Leadership and Systems Thinking Skills		
Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals	Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals	Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals

Describes how public health operates within a larger system	Incorporates systems thinking into public health practice	Integrates systems thinking into public health practice
Participates with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action	Participates with stakeholders in identifying key values and a shared vision as guiding principles for community action	Participates with stakeholders in identifying key values and a shared vision as guiding principles for community action
Identifies internal and external problems that may affect the delivery of Essential Public Health Services	Analyzes internal and external problems that may affect the delivery of Essential Public Health Services	Resolves internal and external problems that may affect the delivery of Essential Public Health Services
Uses individual, team and organizational learning opportunities for personal and professional development	Promotes individual, team and organizational learning opportunities	Advocates for individual, team and organizational learning opportunities within the organization
Participates in mentoring and peer review or coaching opportunities	Establishes mentoring, peer advising, coaching or other personal development opportunities for the public health workforce	Promotes mentoring, peer advising, coaching or other personal development opportunities for the public health workforce, including him or herself
Participates in the measuring, reporting and continuous improvement of organizational performance	Contributes to the measuring, reporting and continuous improvement of organizational performance	Ensures the measuring, reporting and continuous improvement of organizational performance
Describes the impact of changes in the public health system, and larger social, political, economic environment on organizational practices	Modifies organizational practices in consideration of changes in the public health system, and the larger social, political, and economic environment	Ensures organizational practices are in concert with changes in the public health system, and the larger social, political, and economic environment
		Ensures the management of organizational change

Appendix A: ADH Core Competencies



ADH NIMS and ICS Training Guidelines

The National Incident Management System (NIMS) is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to: 1) be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location or complexity; 2) improve coordination and cooperation between public and private entities in a variety of incident management activities; 3) provide a common standard for overall incident management.

The Incident Command System (ICS) provides a flexible, yet standardized core mechanism for coordinated and collaborative incident management. ICS is needed when an incident requires response from multiple local emergency management and response agencies, effective cross-jurisdictional coordination using common processes and systems is critical.

NIMS and ICS Training is required for all emergency services-related disciplines, public health disciplines and all ADH employees including: Entry Level staff, First Line Supervisors, Middle Management, and those designated as Command and General Staff. Required courses are as follows: IS-700 NIMS, An Introduction (1016070) and IS-100 Introduction to ICS (1016067)

Appendix B: TRAIN



TRAIN- The Premier Online Training Resource for Professionals Who Protect the Public's Health

(TRAIN – ARKANSAS TRAIN)

The Training Finder Real-time Affiliate Integrated Network, or TRAIN, is the nation's premier learning resource for professionals who protect the public's health. TRAIN is comprised of the national www.train.org site and participating TRAIN affiliate sites. Affiliate sites are managed by many state public health agencies, academic partners, and others. As TRAIN grows, it serves a larger portion of the U.S. public health workforce.

Because all TRAIN sites are connected, TRAIN users can access information about state, local, national, or international training available to them through any participating TRAIN site.

Learners can use TRAIN to:

- Search or browse the nationwide database for on-site or distance learning courses
- Sign up for e-mails about new courses
- Create a personal learning record of competency-based training
- Provide and view feedback about courses listed on the site
- Register online for many courses
- Earn CEUs (often at no cost)

Course Providers can use TRAIN to:

- Efficiently publicize courses to thousands of TRAIN users through multiple web sites – enter course information once (not dozens of times) and it is automatically visible to all participating TRAIN sites
- Manage online registration and student rosters
- Collect feedback from learners online
- Post course materials and discussion topics

TRAIN is a project of the Public Health Foundation with a grant from The Robert Wood Johnson Foundation and funding from participating states and the Centers for Disease Control and Prevention

Appendix C: Example Evaluation Form

ADH HIPAA Privacy and Security Training Course Evaluation 1009552

1. Information was easy to understand Rating (*Likert Scale 1 – 5)
2. Please provide any additional comments you may have to improve this course. (short answer)
3. The exercises contributed to my learning. (*Likert Scale 1 – 5)
4. The information presented is useful to my work. (*Likert Scale 1 – 5)
5. The instructor(s) were knowledgeable and well prepared. (*Likert Scale 1 – 5)
6. The length of the course was (multiple choice)
7. The right amount of time was allotted for this topic. (*Likert Scale 1 – 5)
8. What did you like most about the course? (short answer)
9. What topics would you like to see added? (short answer)
10. What would you like to see changed? (short answer)
11. Would you recommend this training to others? (short answer)

*Likert Scale (1 = Strongly Disagree, 5 = Strongly Agree)