

Lincoln Lancaster County Health Department Education and Training Needs Assessment Results

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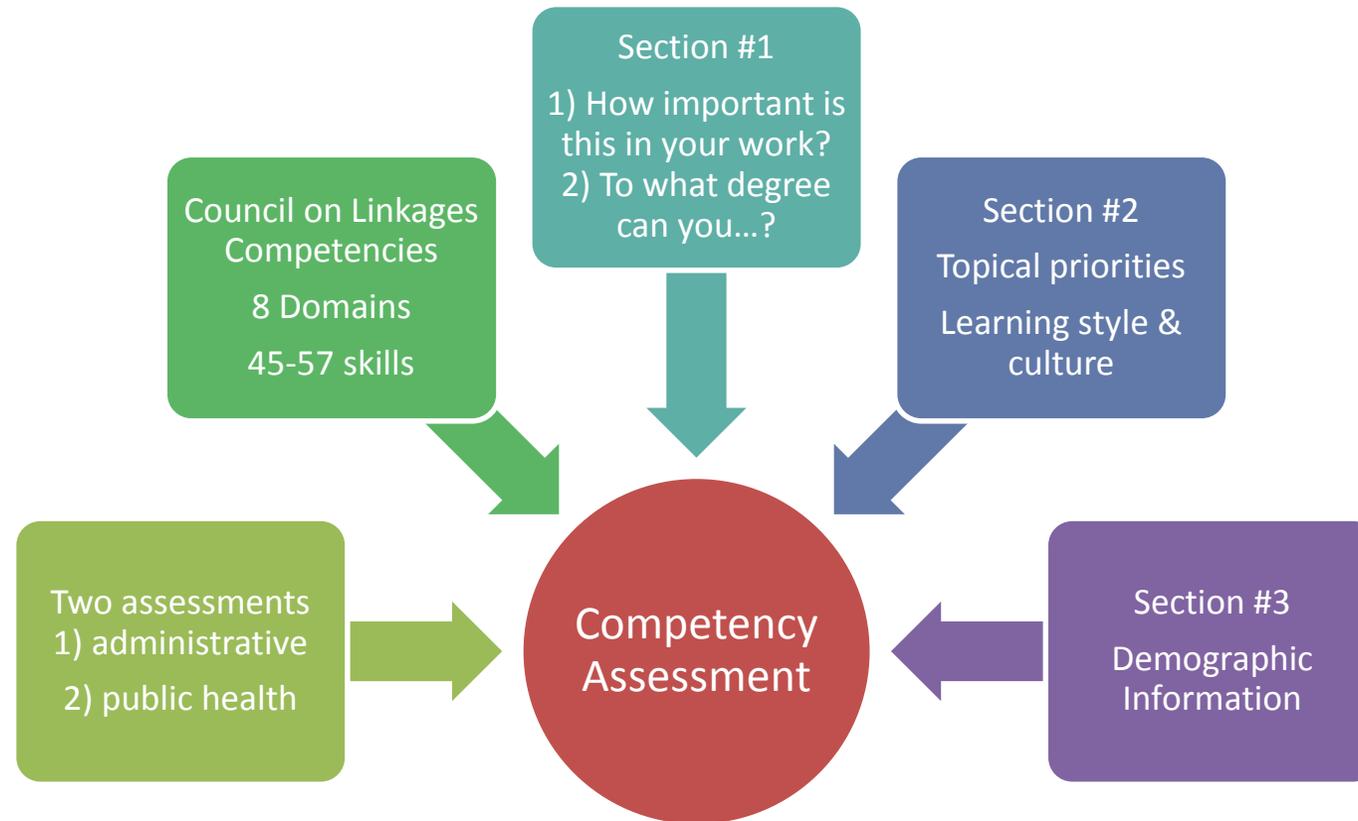


COLLEGE
OF PUBLIC HEALTH

Plan Components



Competency Assessment



Timeline



Respondents

- Assessment sent to 175 team members
- A total of 174 individuals completed the assessment
 - 128 program staff
 - 46 administrative staff
- Response rate = 99%



Program Staff Results

- Over 70% of the respondents have at least a Bachelors Degree
- Over 50% have been with the Department for over a decade and of those individuals over half have been with the Department for over 20years
- Estimated that 17% of the respondents will retire within five years and 30% more are within 10 years of retirement



Category	Count	Percent
Division:		
Animal Control	9	7.2%
Community Health Services	32	25.6%
Dental Health & Nutrition Services	18	14.4%
Directors	2	1.6%
Environmental Public Health	34	27.2%
Health Data & Evaluation	9	7.2%
Health Promotion & Outreach	14	11.2%
Information and Fiscal Management	7	5.6%
	Total 125 (3 skipped)	100%
Highest Education:		
High School / GED:	11	8.7%
Associate:	13	10.30%
Bachelors:	67	53.20%
Masters:	27	21.40%
Doctorate:	4	3.20%
Certificate Degree:	4	3.20%
	Total 126 (2 skipped)	100%
Number of Years of Experience with LLCHD		
0 - 2 years	27	21.6%
3 - 5 years	18	14.4%
6 - 10 years	16	12.8%
11 - 20 years	31	24.8%
more than 20 years	33	26.4%
	Total 125 (3 skipped)	100%
Number of Years Until Retirement		
Within 2 years	8	6.3%
Within 3-5 years	14	11.0%
Within 6 to 10 years	16	12.6%
In more than 10 years	56	44.1%
Not sure	33	26.0%
	Total 125 (1 skipped)	100%



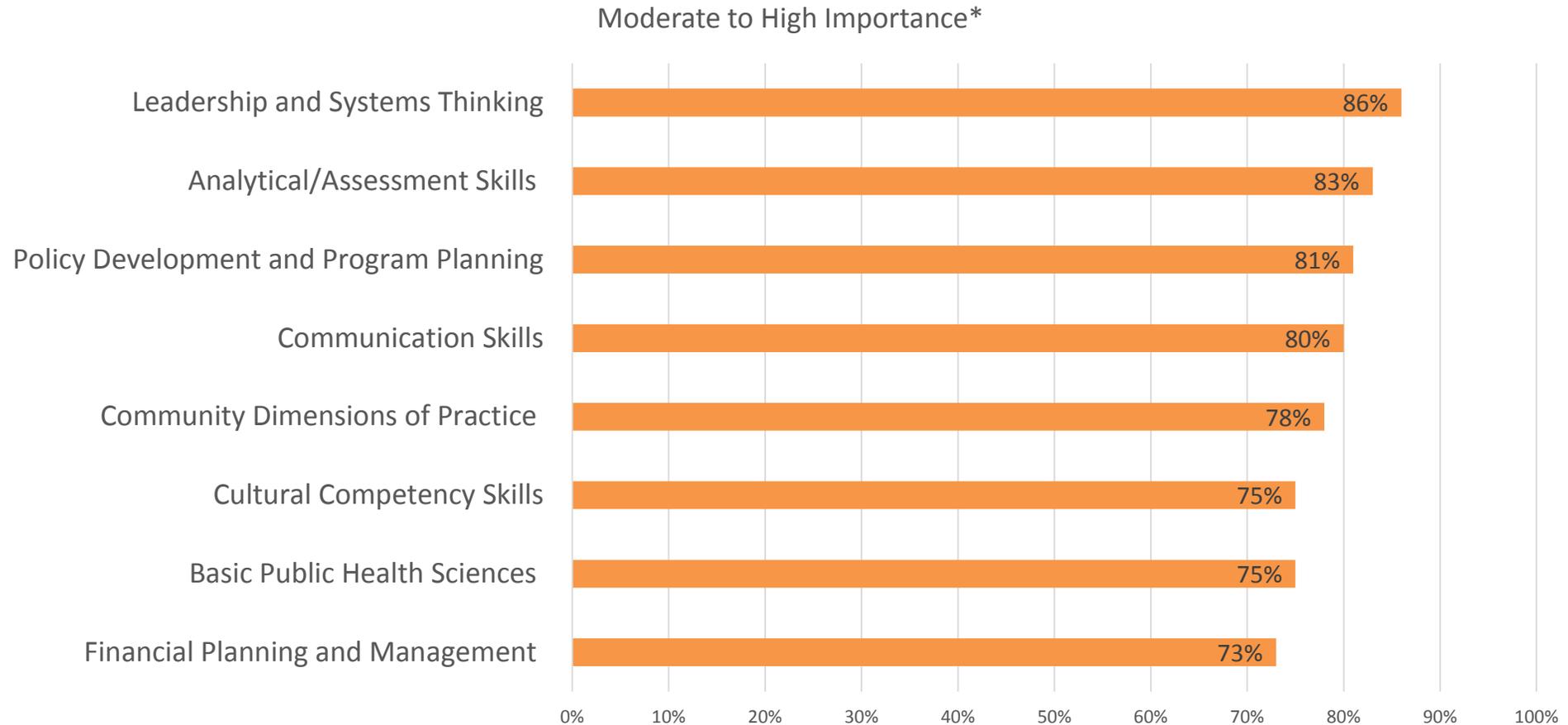
Competency Assessment

- Respondents asked to indicate:

- The level of importance and
- Degree to which they are capable of carrying the skills in each of the eight domains
 1. Analytical/Assessment Skills
 2. Policy Development/Program Planning Skills
 3. Communication Skills
 4. Cultural Competency Skills
 5. Community Dimensions of Practice Skills
 6. Public Health Sciences Skills
 7. Financial Planning and Management Skills
 8. Leadership and Systems Thinking Skills



Perceived Importance



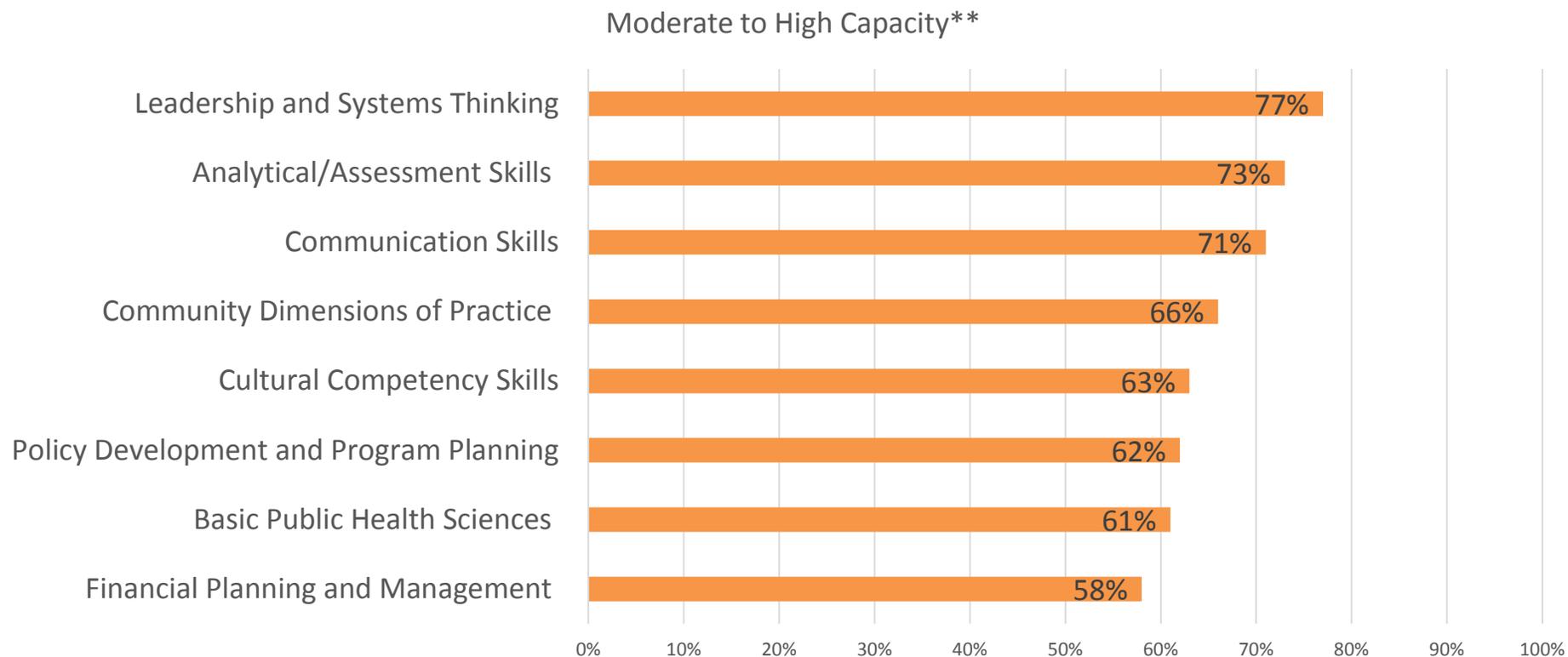
*Reflects summary responses from competencies included in the overall domain of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects summary responses from competencies included in the overall domain responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and range from 5% to 65% missing data across all measures.



Perceived Capacity



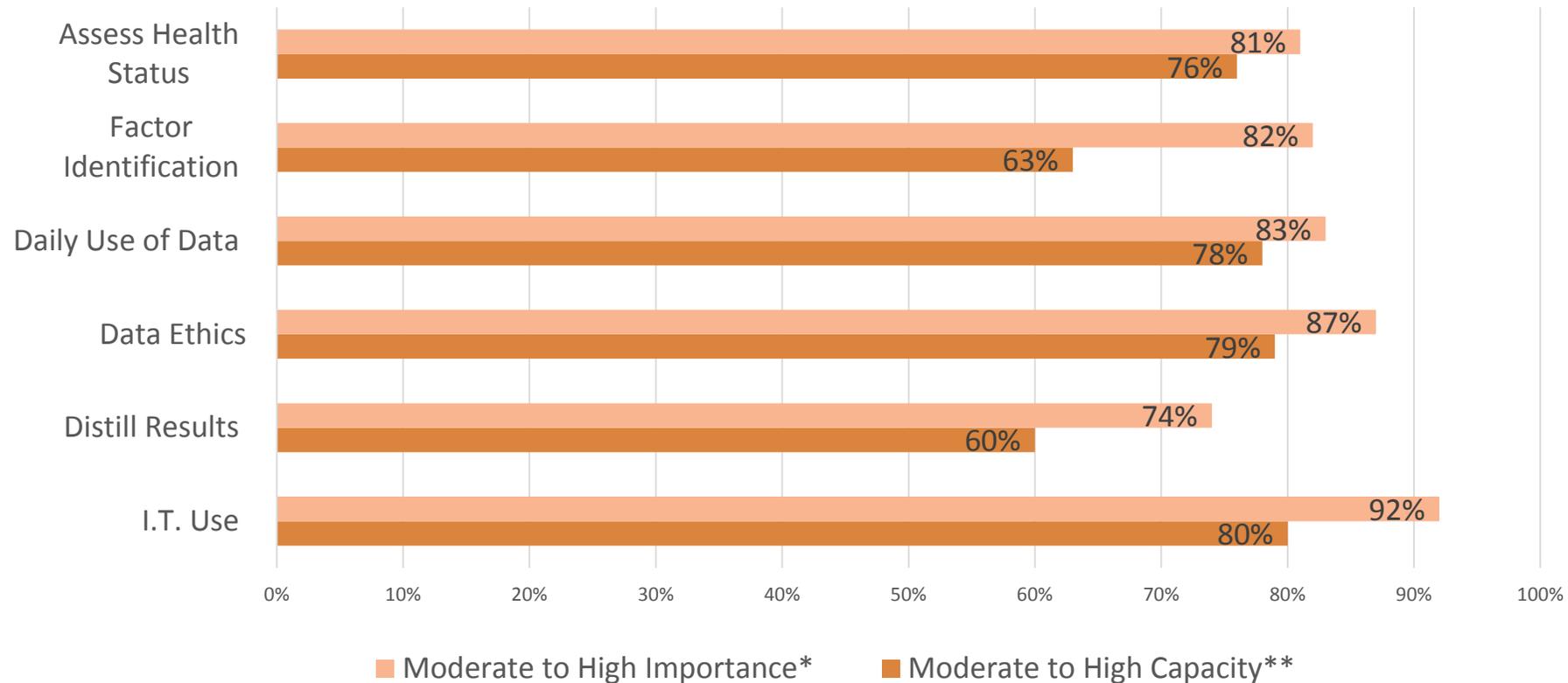
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**Reflects summary responses from competencies included in the overall domain responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and range from 5% to 65% missing data across all measures.



Analytical and Assessment Skills



*Reflects responses of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and range from 9% to 29% missing data (i.e., NA and "I don't know") across all measures.



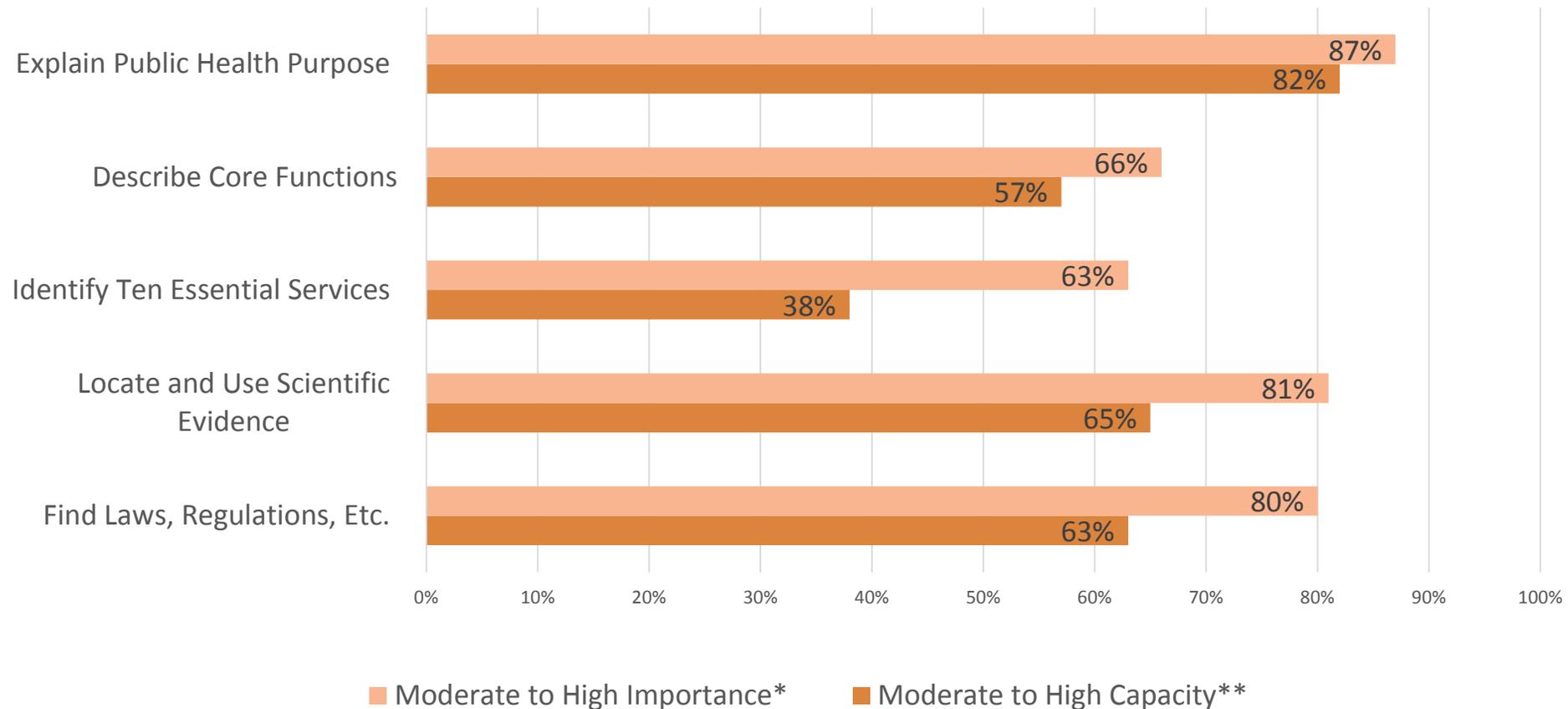
Recommended Training Needs

Training needs are determined by the variance between perceived importance and capacity

1. Identify factors to measure public health conditions (19%-v).
2. Distill results from data relevant to the community or population served (14%-v)



Basic Public Health Sciences Skills



*Reflects responses of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and ranges from 11% to 28% missing data (i.e., NA and "I don't know") across all measures.

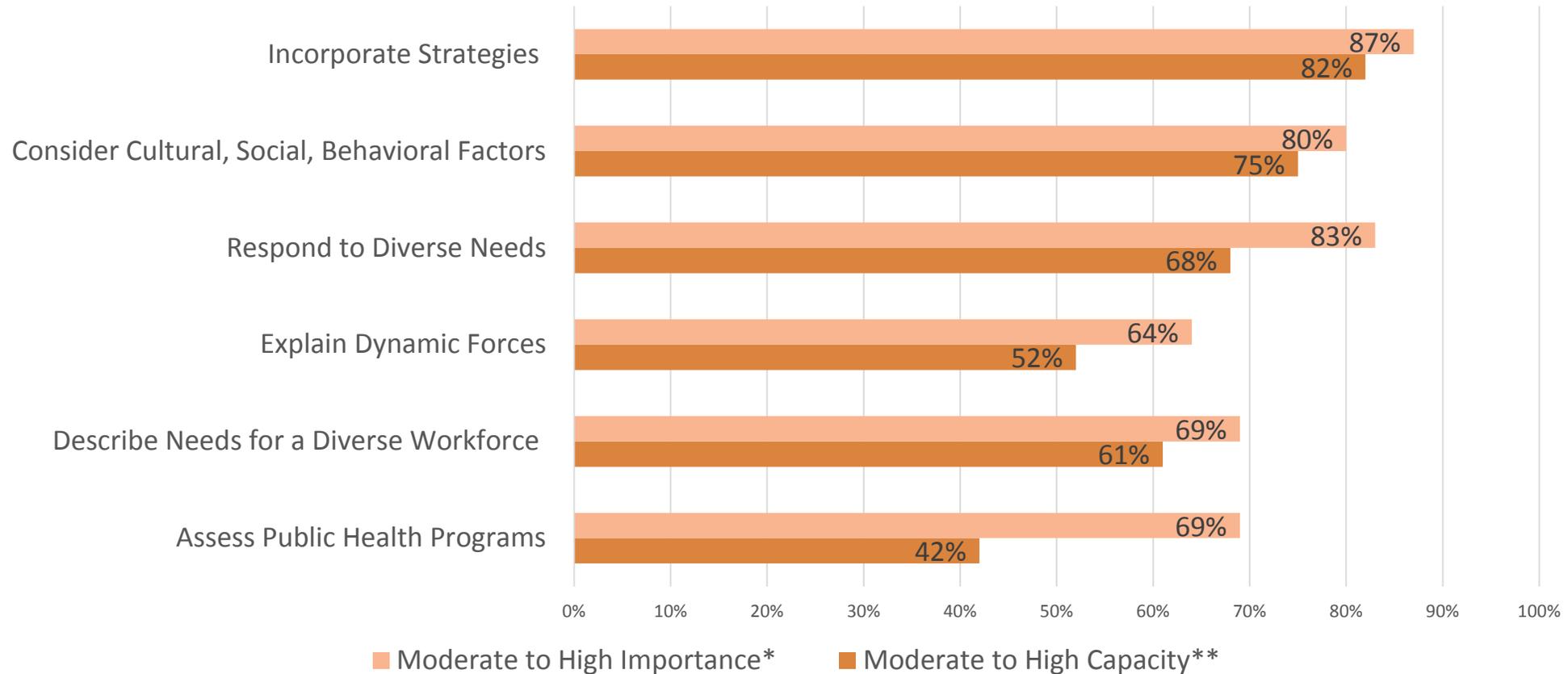


Recommended Training Needs

1. Identify the Ten Essential Services of Public Health (25%-v)
2. Know who to contact or where to find laws, regulations and procedures for research, surveillance and evaluation (17%-v)
3. Locate and use scientific evidence to address a public health issue, concern, or intervention (16%-v).



Cultural Competency Skills



*Reflects responses of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and ranges from 6% to 30% missing data (i.e., NA and "I don't know") across all measures.

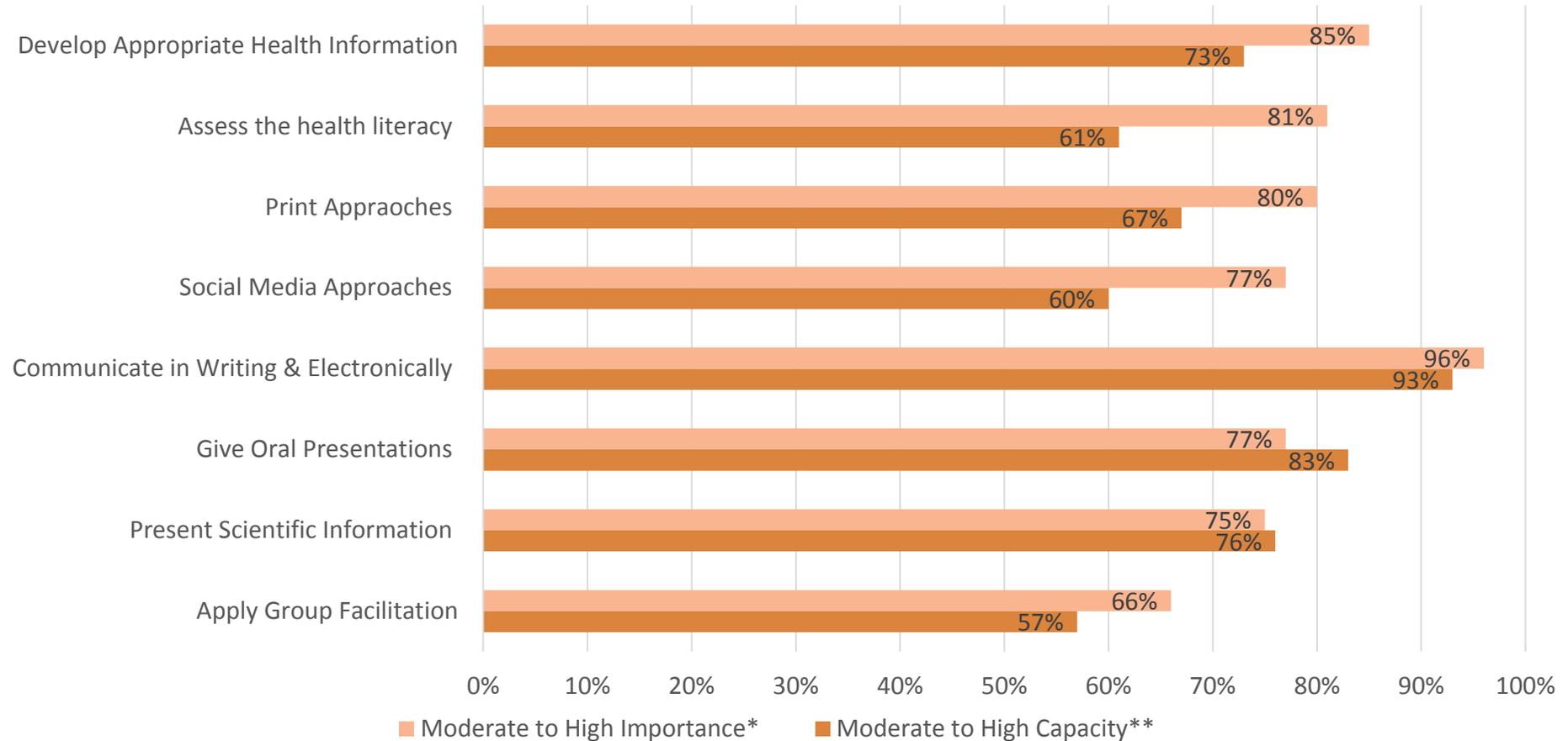


Recommended Training Needs

1. Assess public health programs for their cultural competence (27%-v)
2. Respond to diverse needs that are the result of cultural differences (15%-v).



Communication Skills



*Reflects responses of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and ranges from 4% to 31% missing data (i.e., NA and "I don't know") across all measures.

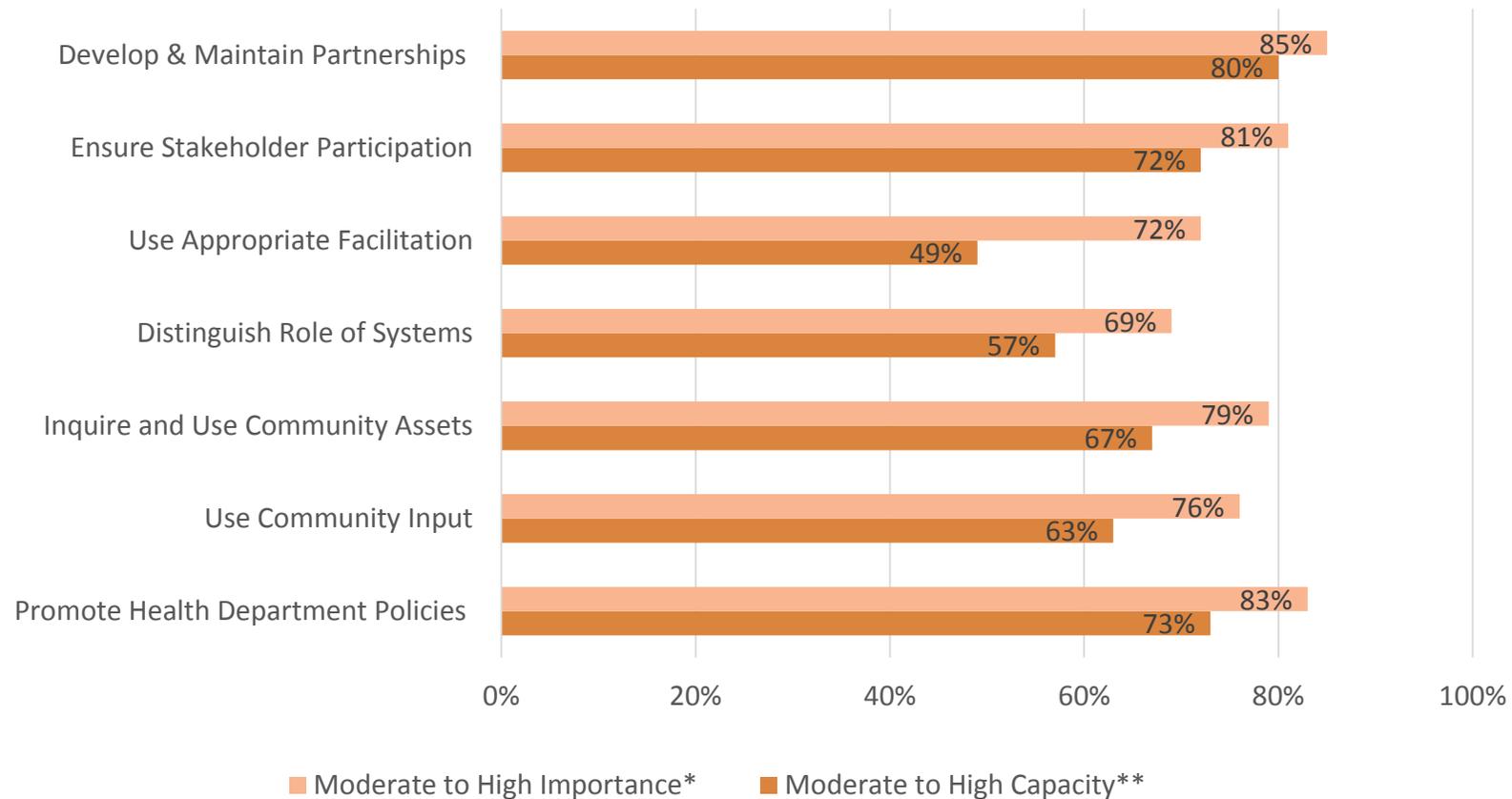


Recommended Training Needs

1. Assess the health literacy of populations (20%-v)
2. Use a variety of social media approaches to disseminate public health information (17%-v)



Community Dimensions of Practice Skills



*Reflects responses of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and ranges from 15% to 40% missing data (i.e., NA and "I don't know") across all measures.

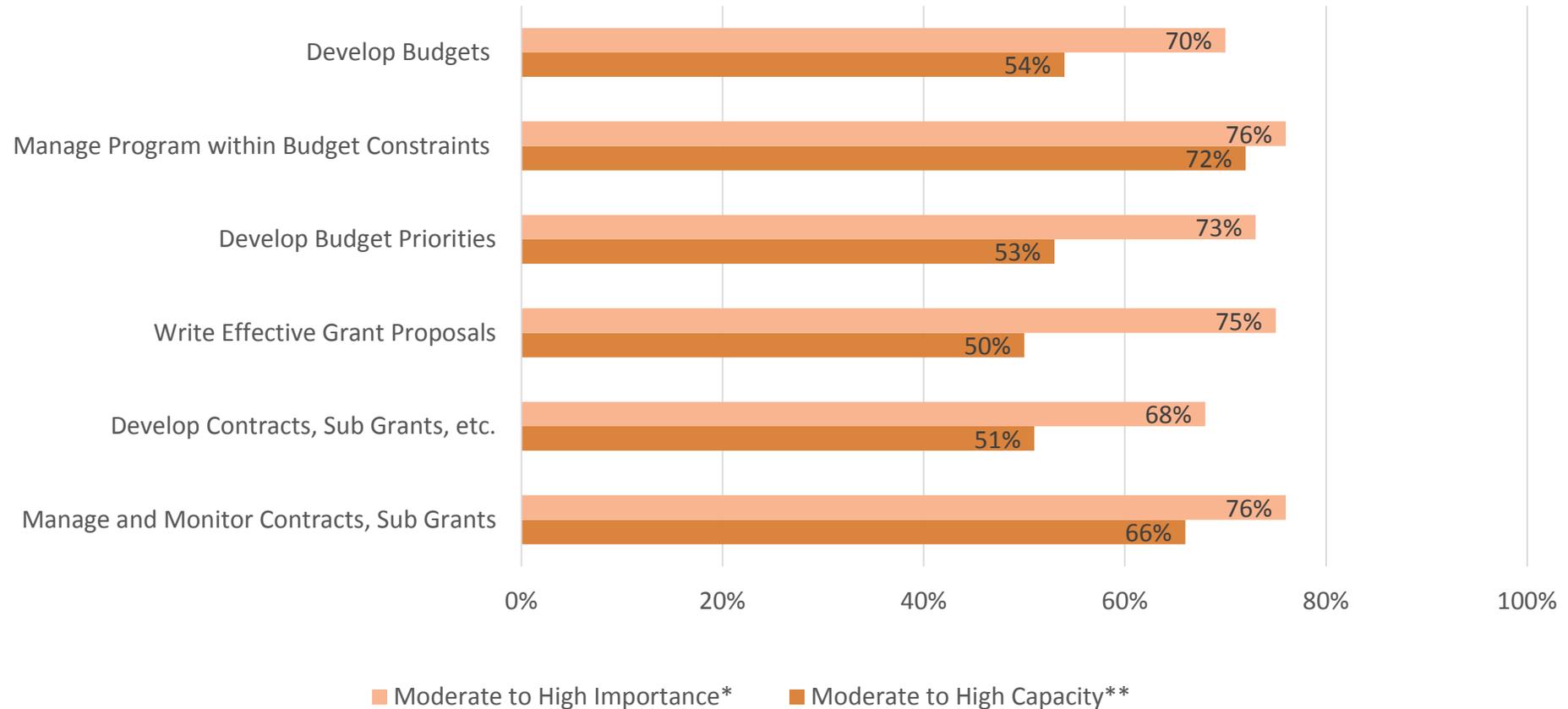


Recommended Training Needs

1. Use appropriate facilitation techniques to encourage community involvement (23%-v)
2. Use community input when developing public health policies and programs (13%-v)



Financial Planning and Management



*Reflects responses of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and ranges from 52% to 62% missing data (i.e., NA and "I don't know") across all measures.

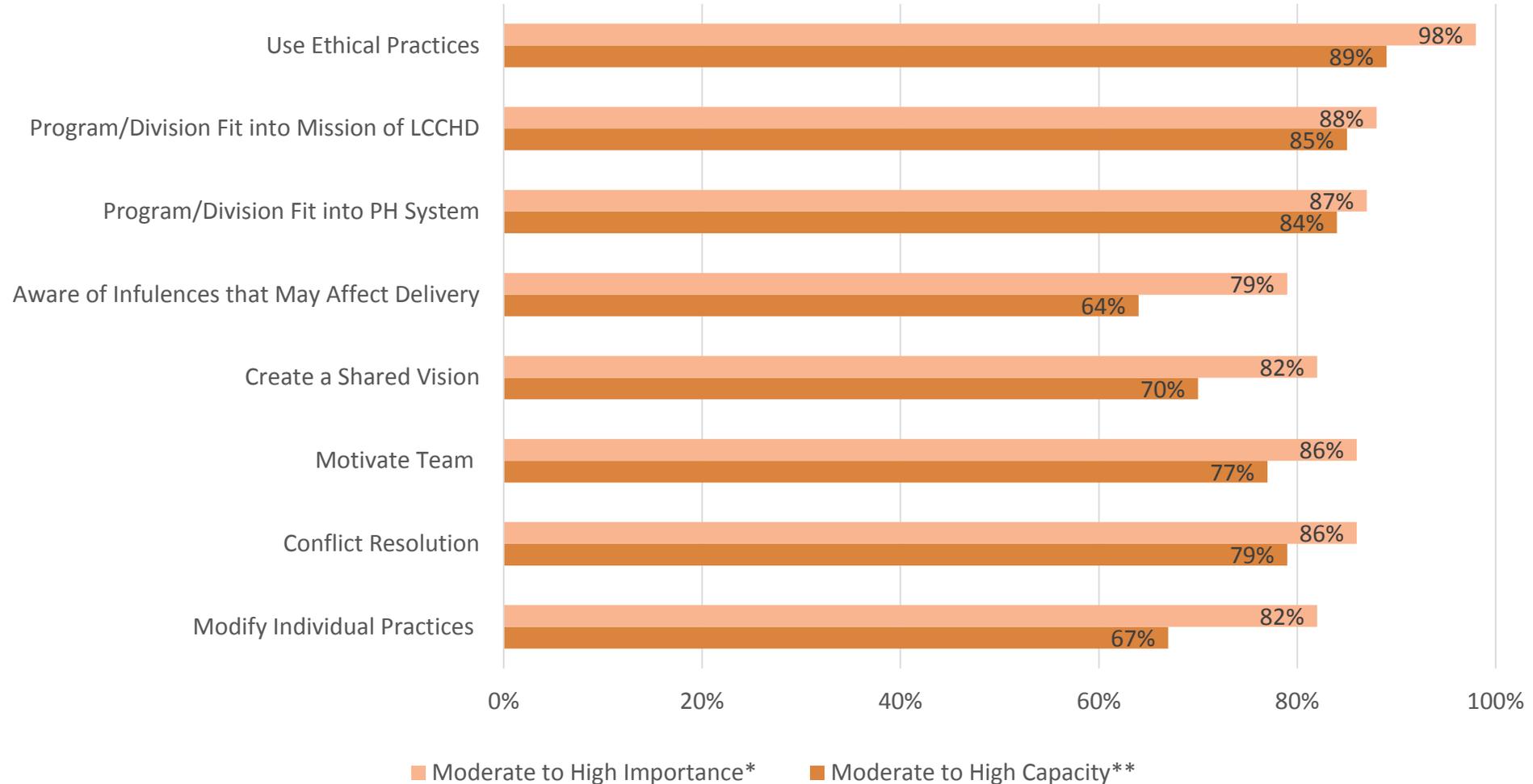


Recommended Training Needs

1. Write effective grant proposals (20%-v)
2. Develop budget priorities based on federal, state, and local guidance (20%-v)
3. Develop contracts, sub grants, and other service agreements (17%-v)
4. Develop a program budget (16%-v).



Leadership and Systems Thinking Skills



Note: All valid cases are reported for each measure, and ranges from 6% to 38% missing data (i.e., NA and "I don't know") across all measures.

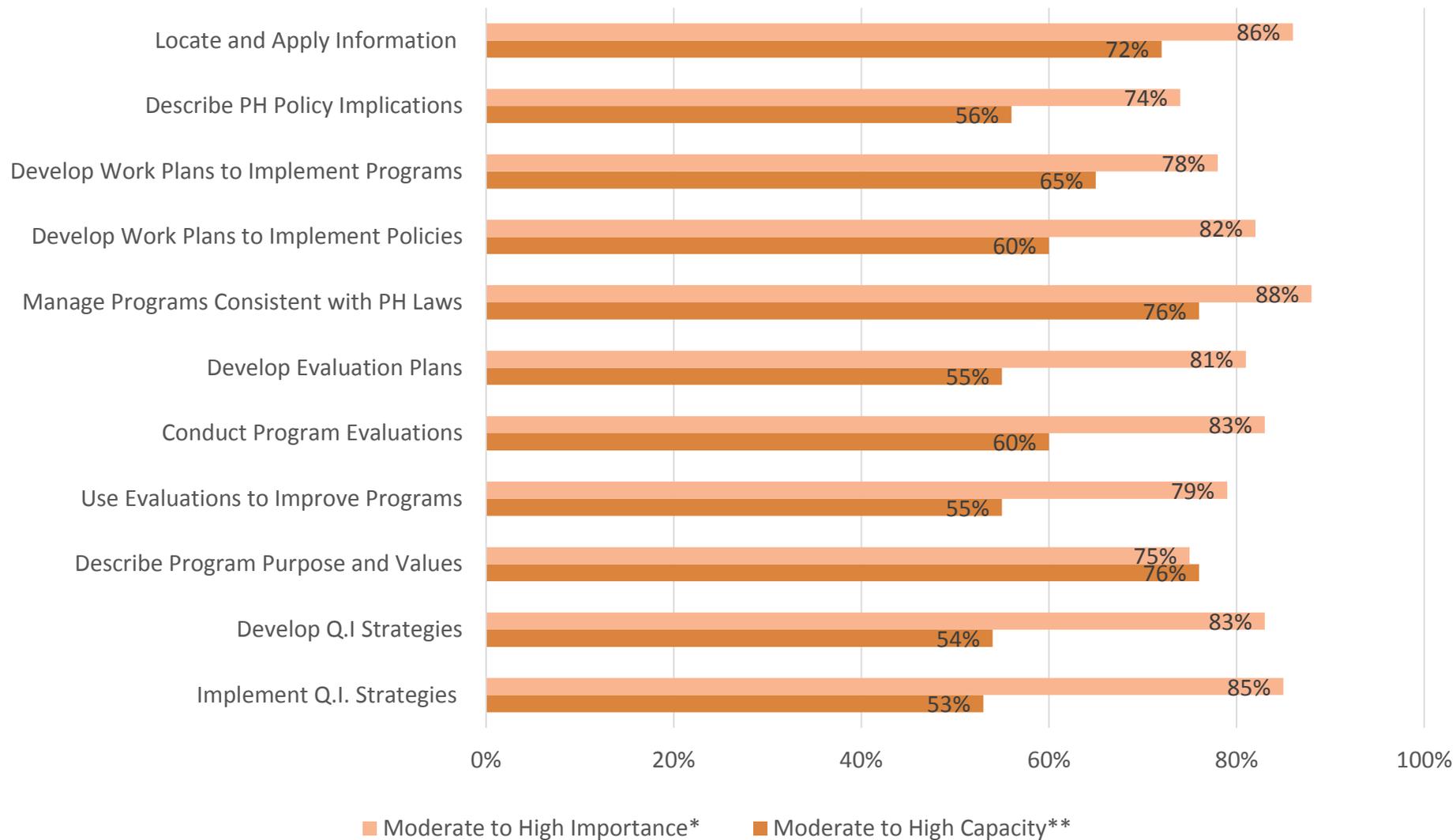


Recommended Training Needs

1. Aware of internal and external influences that may affect the delivery of public health services (15%-v)
2. Modify individual practices with changing social, political, and/or economic situations (15%-v)



Policy Development and Program Planning Skills



Note: All valid cases are reported for each measure, and ranges from 18% to 46% missing data (i.e., NA and "I don't know") across all measures.

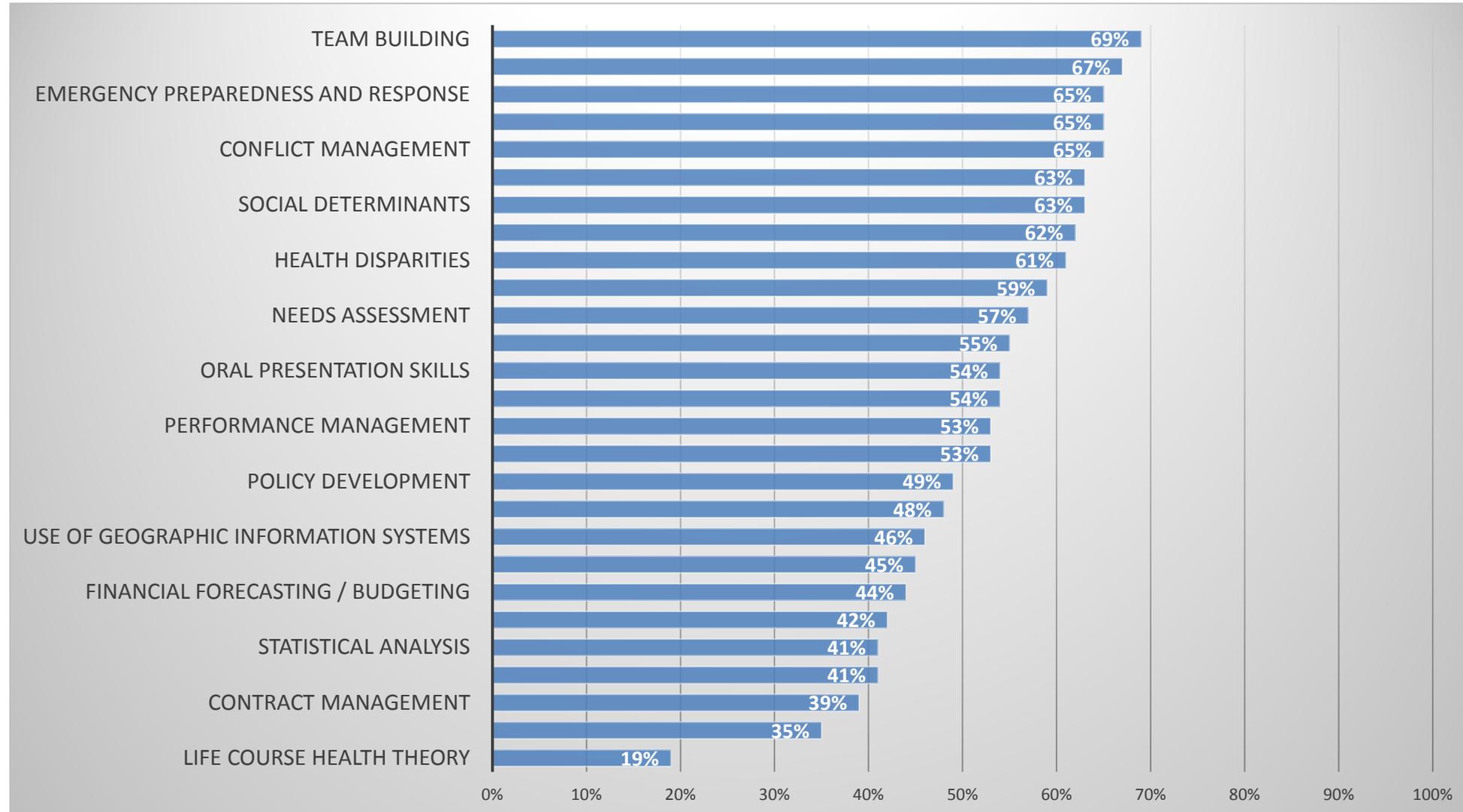


Recommended Training Needs

- Ten of the eleven skills at a variance of 12% or more and seven of the eleven skills have a variance of 18% or more.
- Those skills related to Quality Improvement and Evaluation have the largest variances.



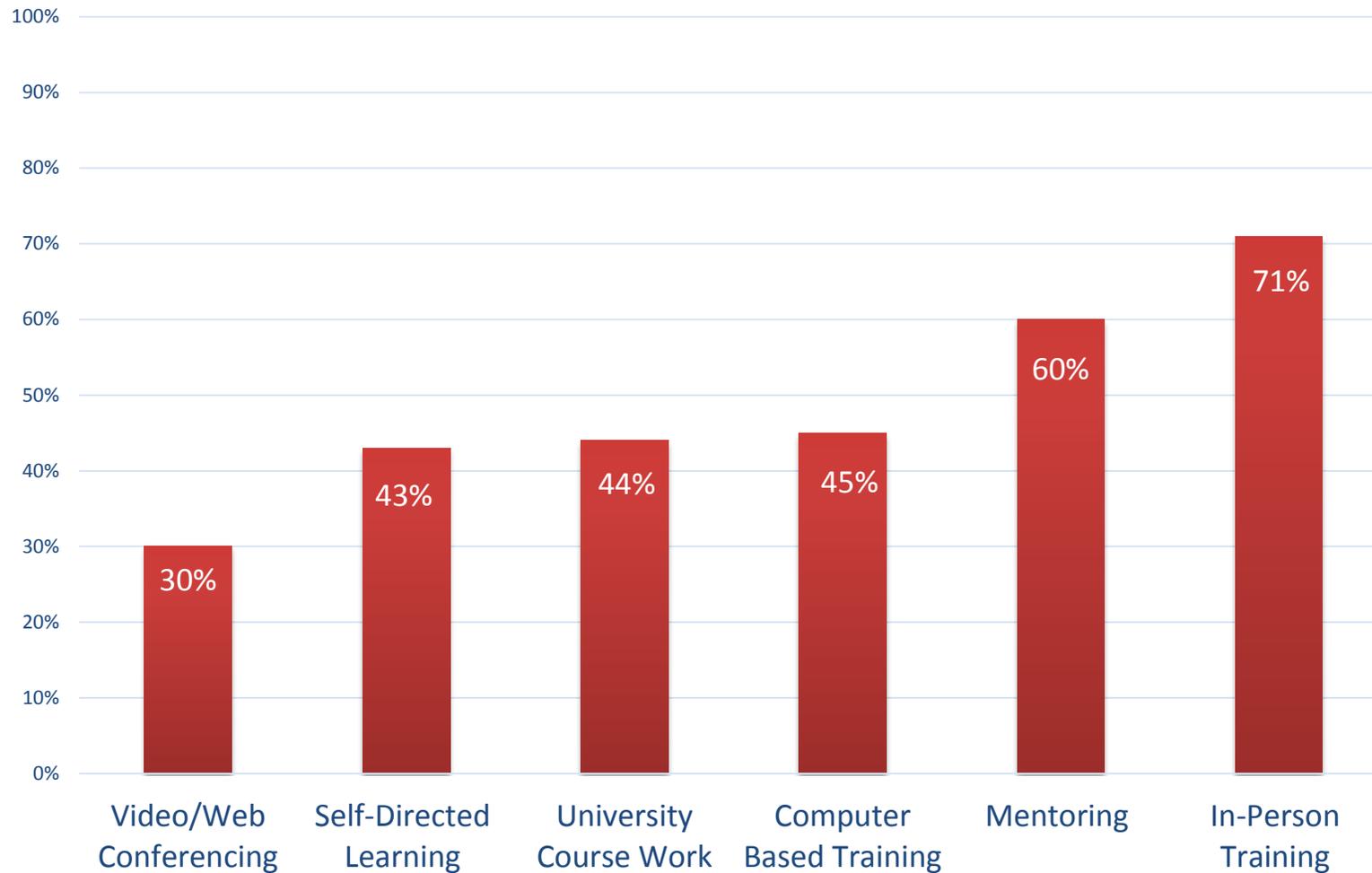
Important Skill Areas



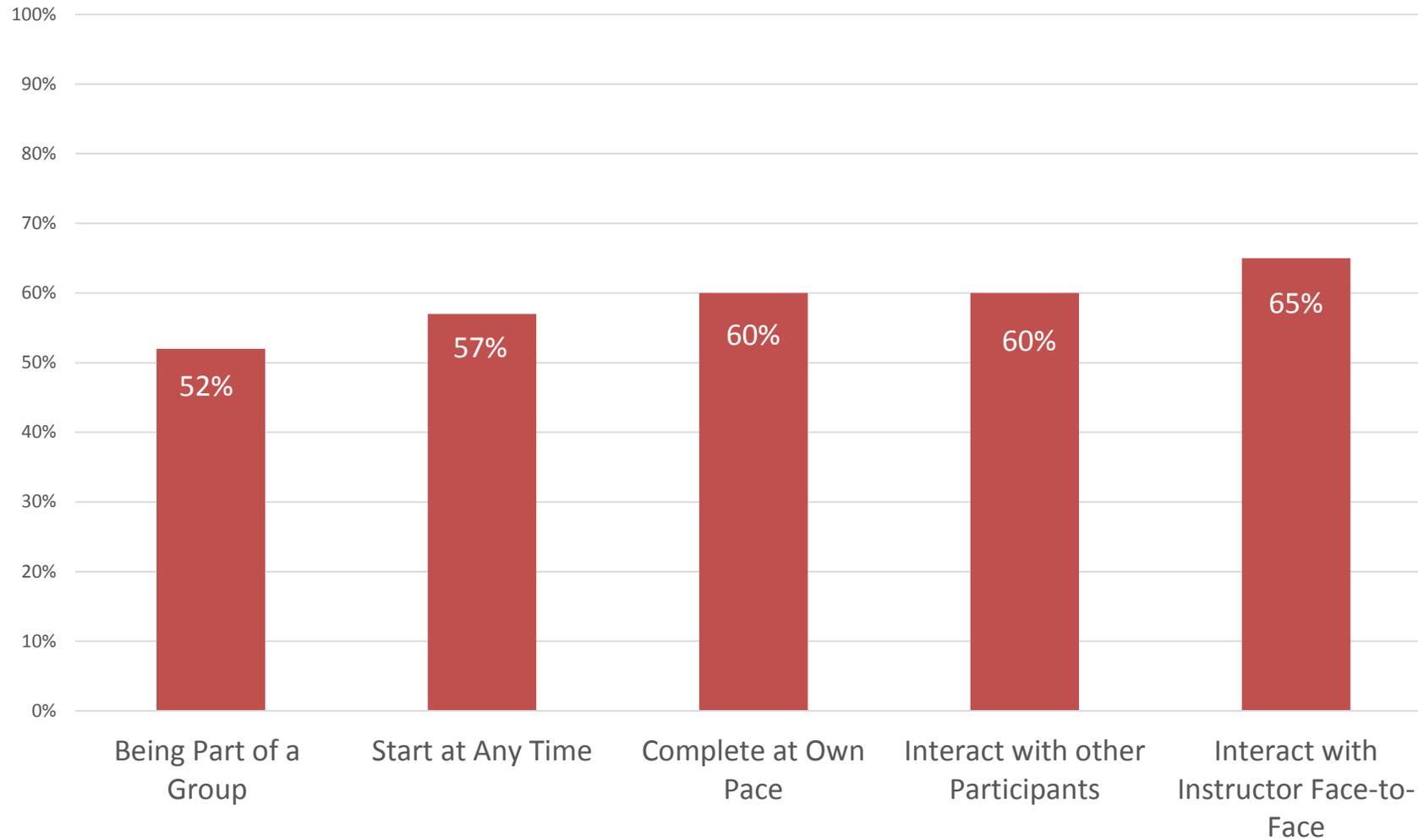
Excludes NA and don't know responses. All valid cases are reported for each measure, and ranges from 8% to 37% missing data (i.e., NA) across all measures.



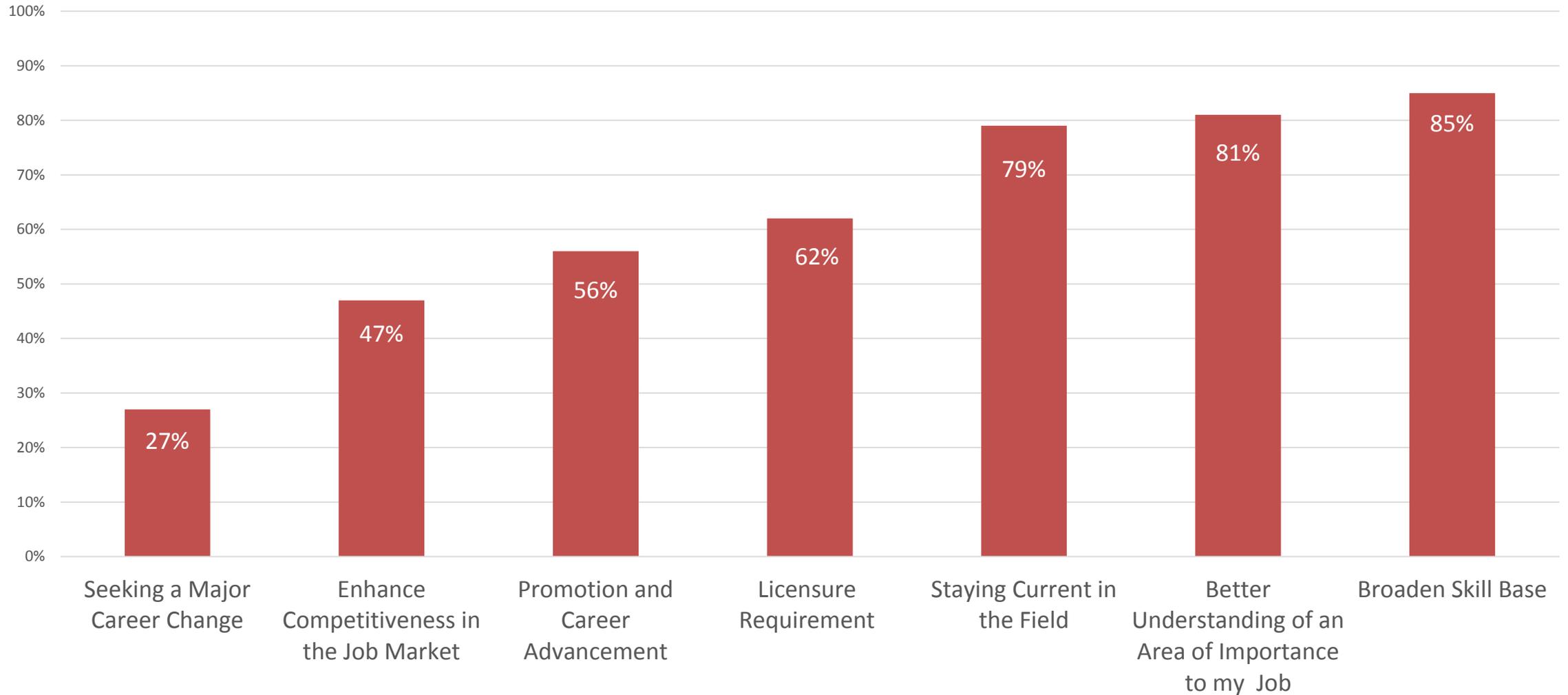
Learning Format



Training Considerations



Reasons for Training



Competency Domain	Training Recommendations	Available Resources
Analytical / Assessment	<ul style="list-style-type: none"> • Distill results from data relevant to the community or population served • Identify factors to measure public health conditions 	<ul style="list-style-type: none"> • •
Basic Public Health Sciences	<ul style="list-style-type: none"> • Identify the Ten Essential Services of Public Health • Know who to contact or where to find laws, regulations and procedures for research, surveillance and evaluation • Locate and use scientific evidence to address a public health issue, concern, or intervention 	<ul style="list-style-type: none"> • UNMC – OPH Public Health 101 Online Series • • DHHS/COPH Evidence Based Public Health Course
Communication	<ul style="list-style-type: none"> • Assess the health literacy of populations • Use a variety of social media approaches to disseminate public health information 	<ul style="list-style-type: none"> • Health Literacy and Communication for Health Professionals MOOC •
Cultural Competency	<ul style="list-style-type: none"> • Assess public health programs for their cultural competence • Respond to diverse needs that are the result of cultural differences 	<ul style="list-style-type: none"> •
Community Dimensions of Practice	<ul style="list-style-type: none"> • Use appropriate facilitation techniques to encourage community involvement • Use community input when developing public health policies and programs 	<ul style="list-style-type: none"> •



Competency Domain	Training Recommendations	Available Resources
Financial Planning & Management	<ul style="list-style-type: none"> • Write effective grant proposals • Develop budget priorities based on federal, state, and local guidance • Develop contracts, sub grants, and other service agreements • Develop a program budget 	<ul style="list-style-type: none"> • UNL Grant Writing Seminar •
Leadership & Systems Thinking	<ul style="list-style-type: none"> • Be Aware of internal and external influences that may affect the delivery of public health services • Modify individual practices with changing social, political, and/or economic situations 	<ul style="list-style-type: none"> •
Policy Development & Program Planning	<ul style="list-style-type: none"> • Implement strategies for continuous quality improvement • Develop strategies for continuous quality improvement • Develop evaluation plans to monitor programs for their effectiveness and quality • Use evaluation results (internal or external) to improve programs • Conduct program evaluations • Develop work plans to implement policies • Describe the implications of public health policies 	<ul style="list-style-type: none"> •



Administrative and Support Staff Results



Highest Education:		
High School / GED:	19	41.3%
Associate:	8	17.4%
Bachelors:	13	28.3%
Masters:	1	2.2%
Certificate Degree:	5	10.9%
Total	46	100%
Number of Years of Experience with LLCHD		
0 - 2 years	12	26.1%
3 - 5 years	7	15.2%
6 - 10 years	7	15.2%
11 - 20 years	13	28.3%
more than 20 years	7	15.2%
Total	46	100%
Number of Years Until Retirement		
Within 2 years	1	2.2%
Within 3-5 years	3	6.5%
Within 6 to 10 years	3	6.5%
In more than 10 years	18	39.1%
Not sure	21	45.7%
Total	46	100%



Competency Assessment

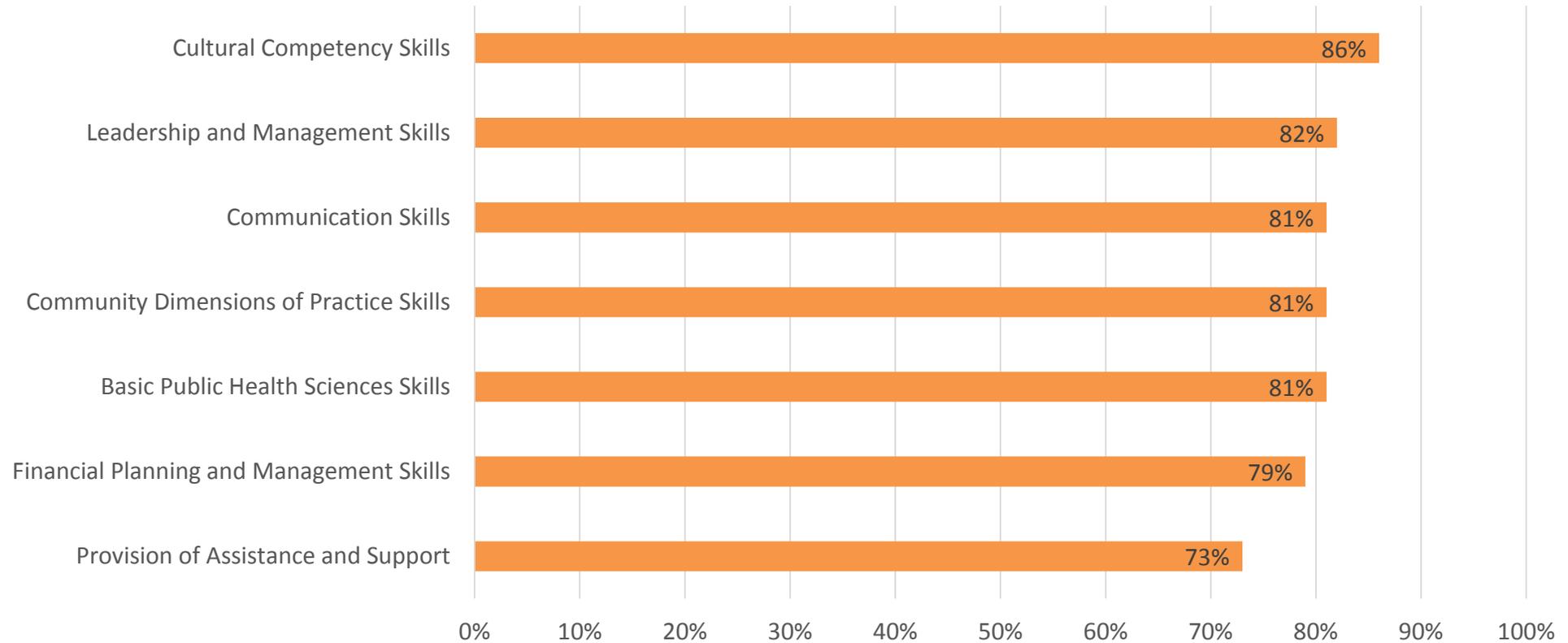
- Respondents asked to indicate:

- The level of importance and
- Degree to which they are capable of carrying the skills in each of the eight domains
 1. Cultural Competency Skills
 2. Basic Public Health Sciences Skills
 3. Community Dimensions of Practice Skills
 4. Communication Skills
 5. Financial Planning and Management Skills
 6. Leadership and Systems Thinking Skills
 7. Provision of Assistance and Support



Perceived Importance

Moderate to High Importance*



*Reflects summary responses from competencies included in the overall domain of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

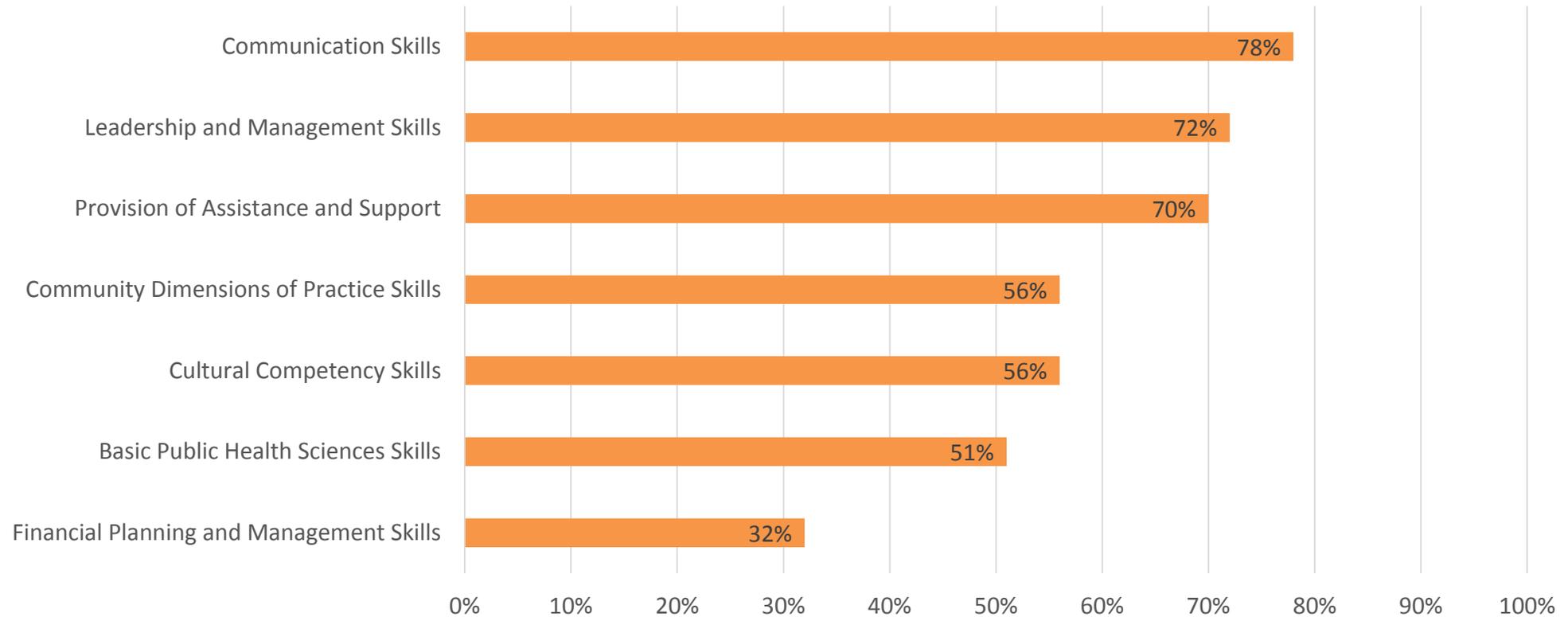
**Reflects summary responses from competencies included in the overall domain responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and range from 0% to 78% missing data across all measures.



Perceived Capacity

Moderate to High Capacity**



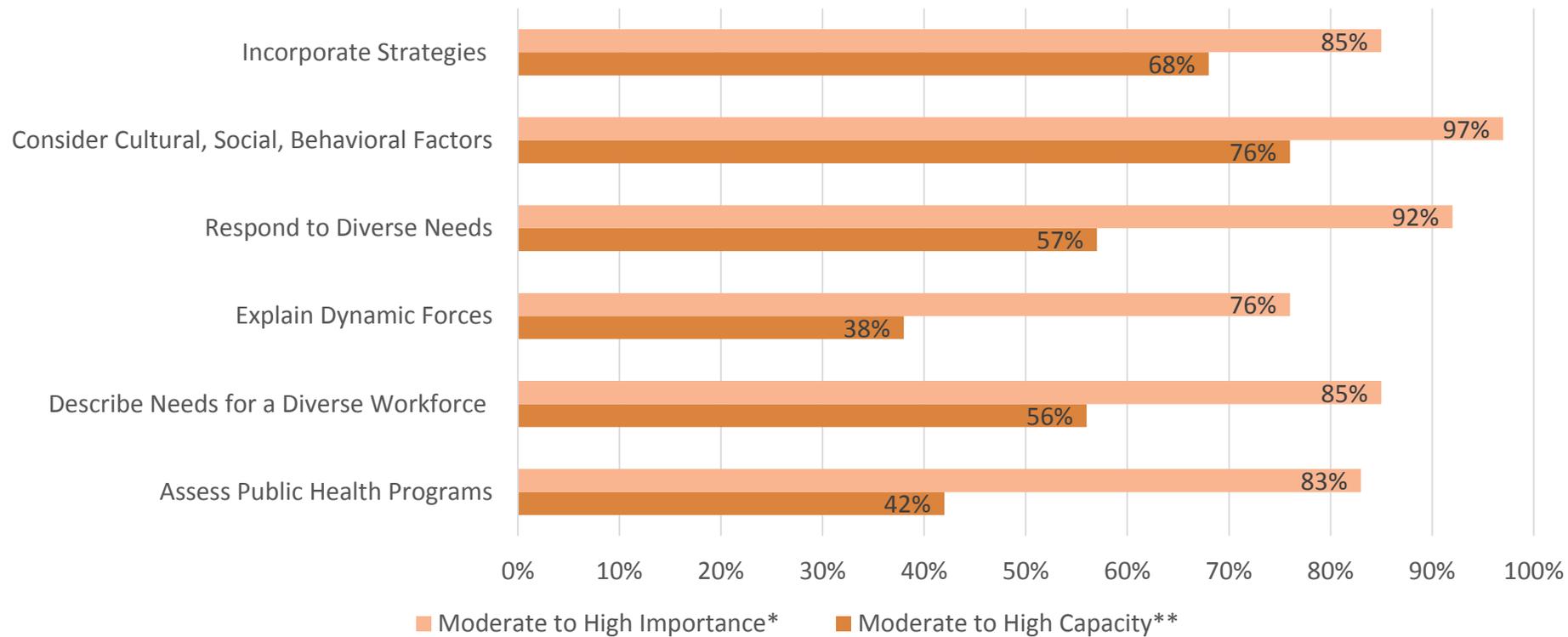
*Reflects summary responses from competencies included in the overall domain of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects summary responses from competencies included in the overall domain responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and range from 0% to 78% missing data across all measures.



Cultural Competency Skills



*Reflects responses of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and range from 13% to 43% missing data (i.e., NA and "I don't know") across all measures.



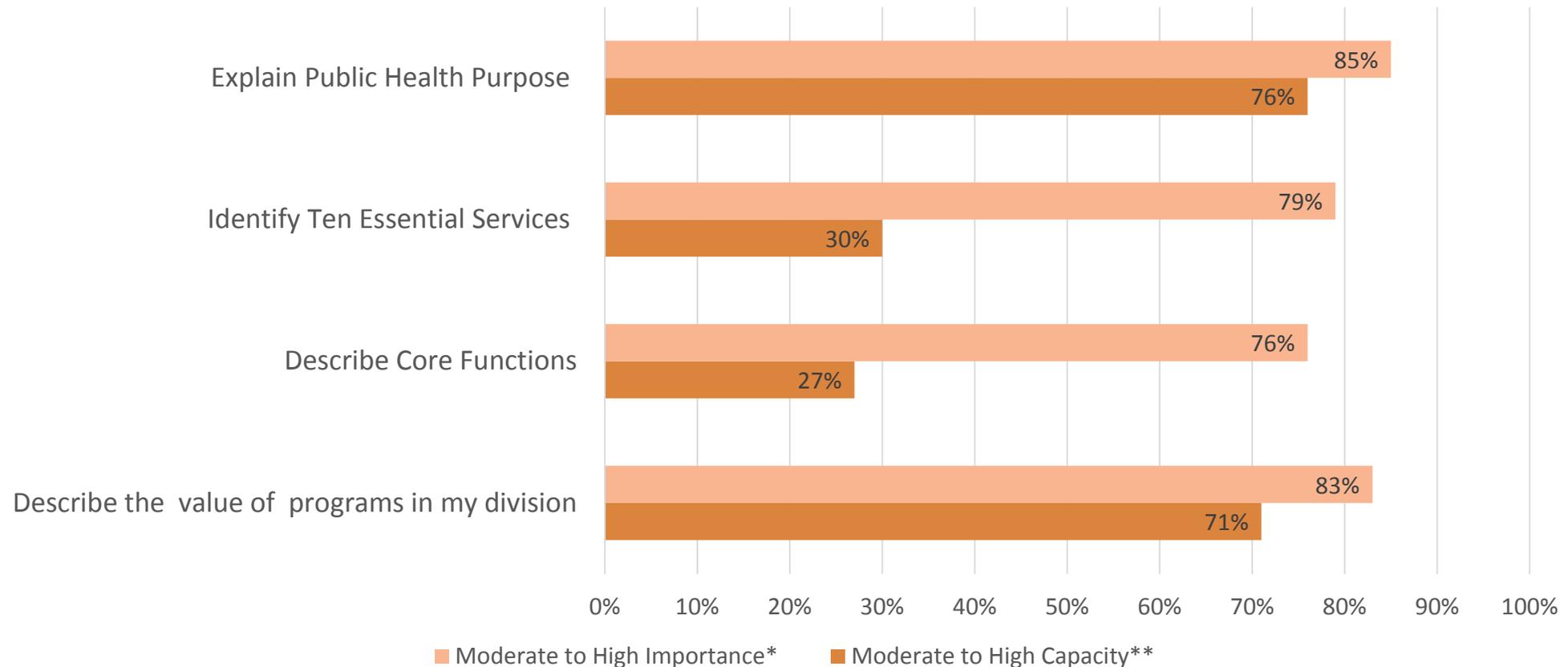
Recommended Training Needs

Training needs are determined by the variance between perceived importance and capacity

Training is recommended for all skills. The variance range is 17%-41%



Basic Public Health Sciences Skills



*Reflects responses of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and ranges from 24% to 37% missing data (i.e., NA and "I don't know") across all measures.

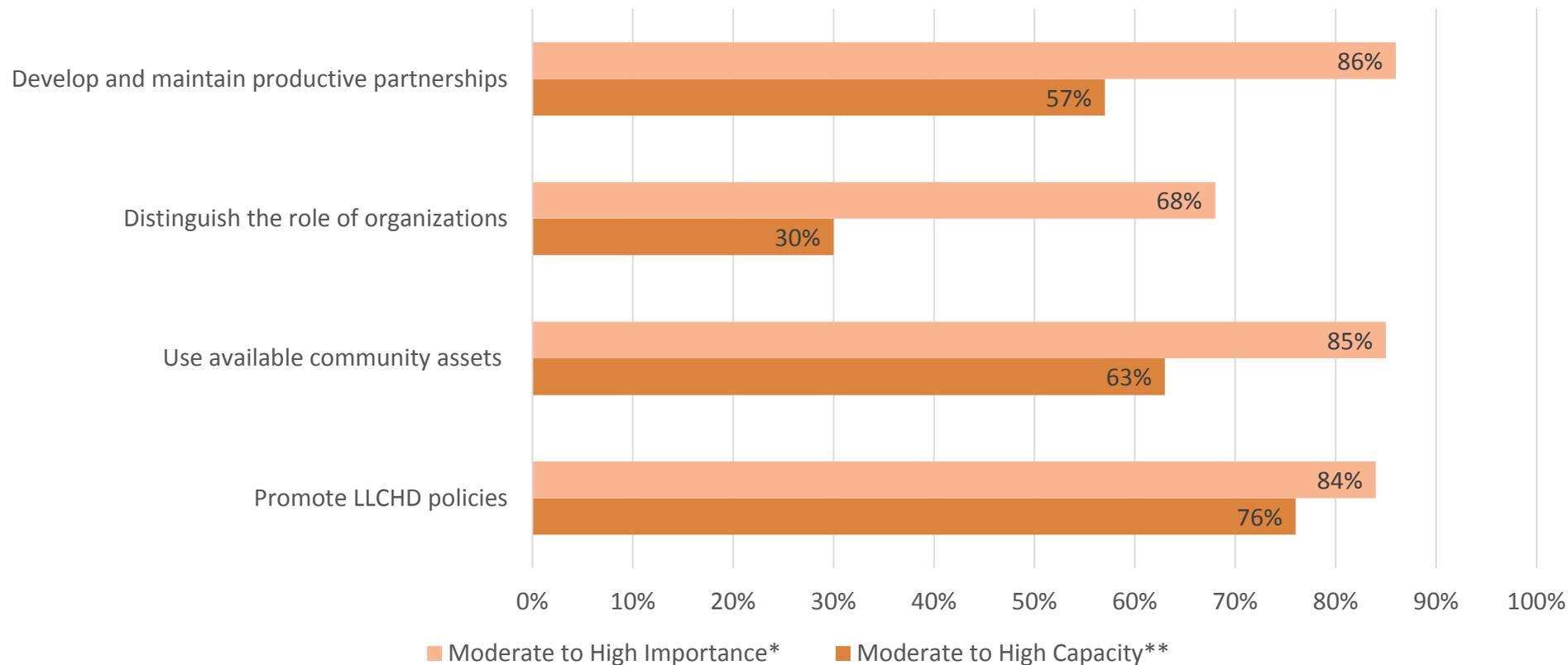


Recommended Training Needs

1. Identify the Ten Essential Services of Public Health (49%-v)
2. Describe the core public health functions (i.e. assessment, assurance and policy development) (49%-v)



Community Dimensions of Practice Skills



*Reflects responses of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and ranges from 17% to 41% missing data (i.e., NA and "I don't know") across all measures.

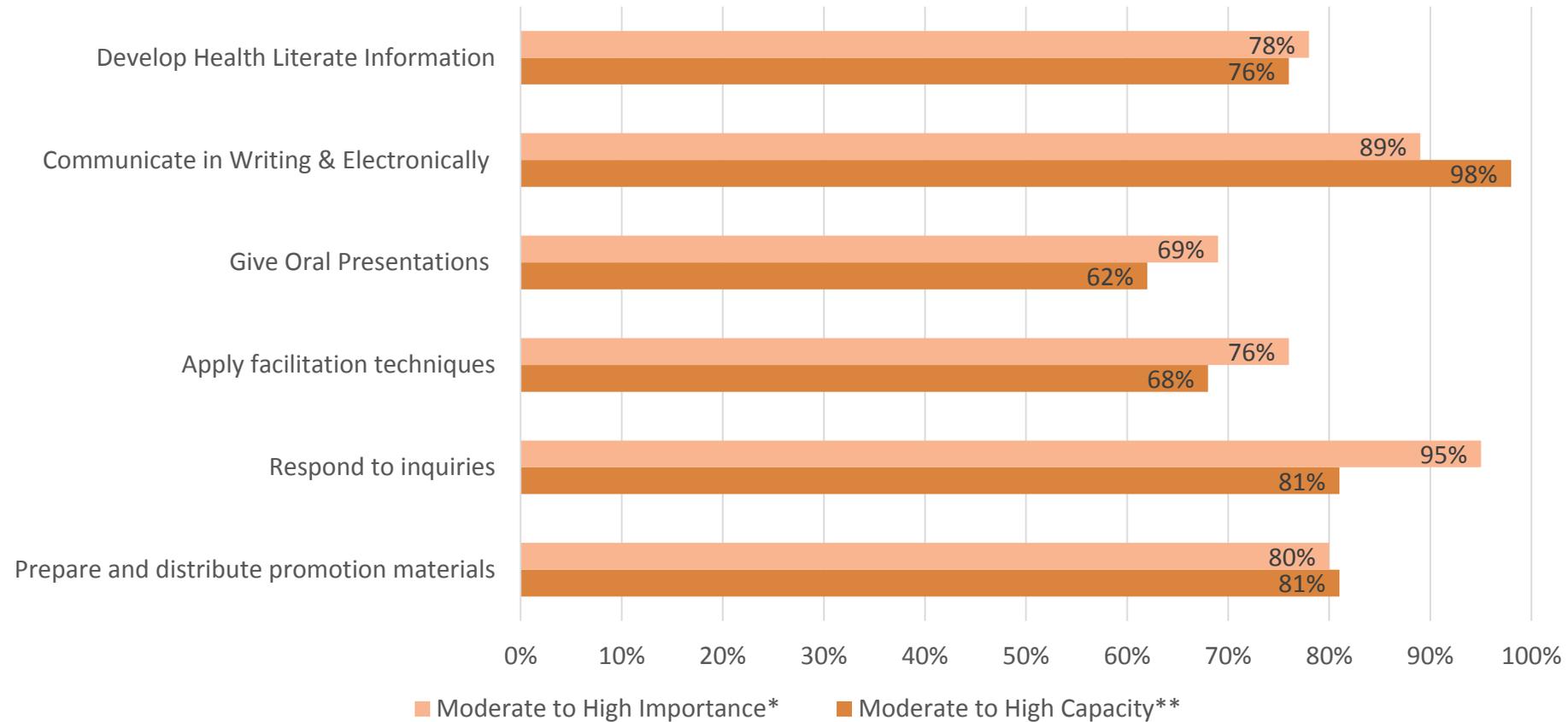


Recommended Training Needs

1. Inquire about and use available community assets and resources (22%-v)
2. Develop and maintain productive partnerships with key stakeholders (29%-v)
3. Distinguish the role of governmental and non-governmental organization in the public health system (38%-v)



Communication Skills



*Reflects responses of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and ranges from 7% to 39% missing data (i.e., NA and "I don't know") across all measures.

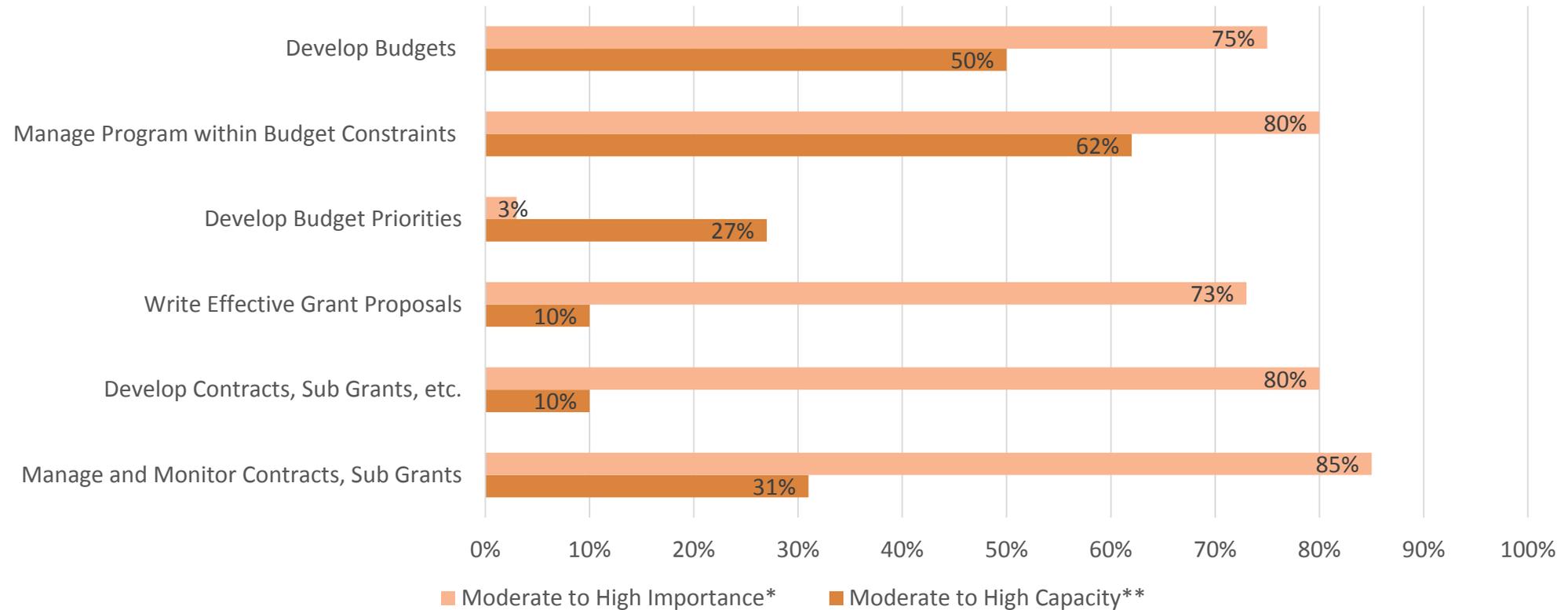


Recommended Training Needs

There are no skills that have a substantial variance to warrant training



Financial Planning and Management Skills



*Reflects responses of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and ranges from 31% to 36% missing data (i.e., NA and "I don't know") across all measures.

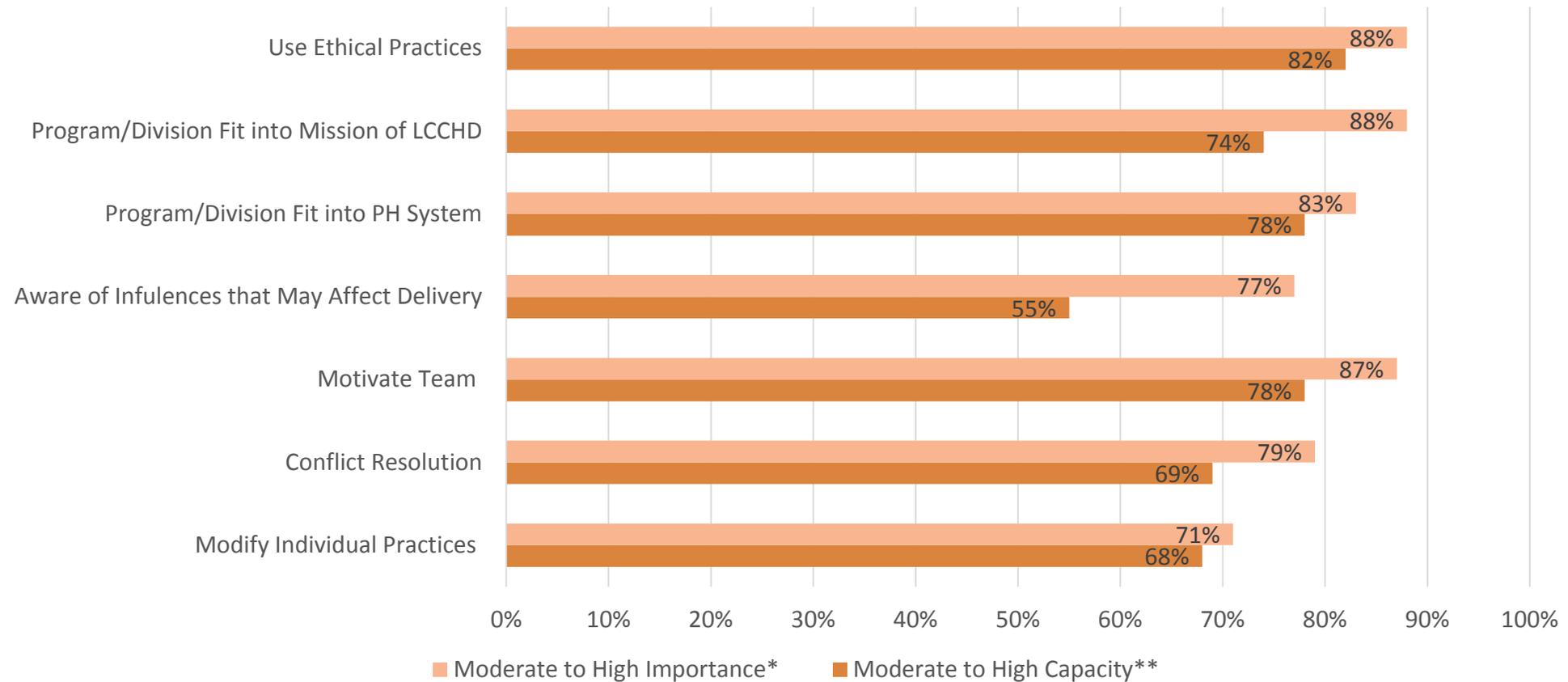


Recommended Training Needs

- Training is recommended for all the skills except Develop budget priorities based on federal, state, and local guidance. The remaining skills have a variance range of 18%-70%



Leadership and Management Skills



*Reflects responses of "moderately" and "highly" important on a four-point scale consisting of "not at all," "slightly," "moderately", and "highly" important. Excludes NA and don't know responses.

**Reflects responses of "I am comfortable with knowledge or ability to apply the skill" and "I am very comfortable, an expert; could teach this to others" on a four-point scale consisting of "I am unaware or have very little knowledge of the item," "I have heard of it, limited knowledge and/or ability to apply the skill," "I am comfortable with knowledge or ability to apply the skill," and "I am very comfortable, an expert; could teach this to others." Excludes NA and don't know responses.

Note: All valid cases are reported for each measure, and ranges from 3% to 18% missing data (i.e., NA and "I don't know") across all measures.

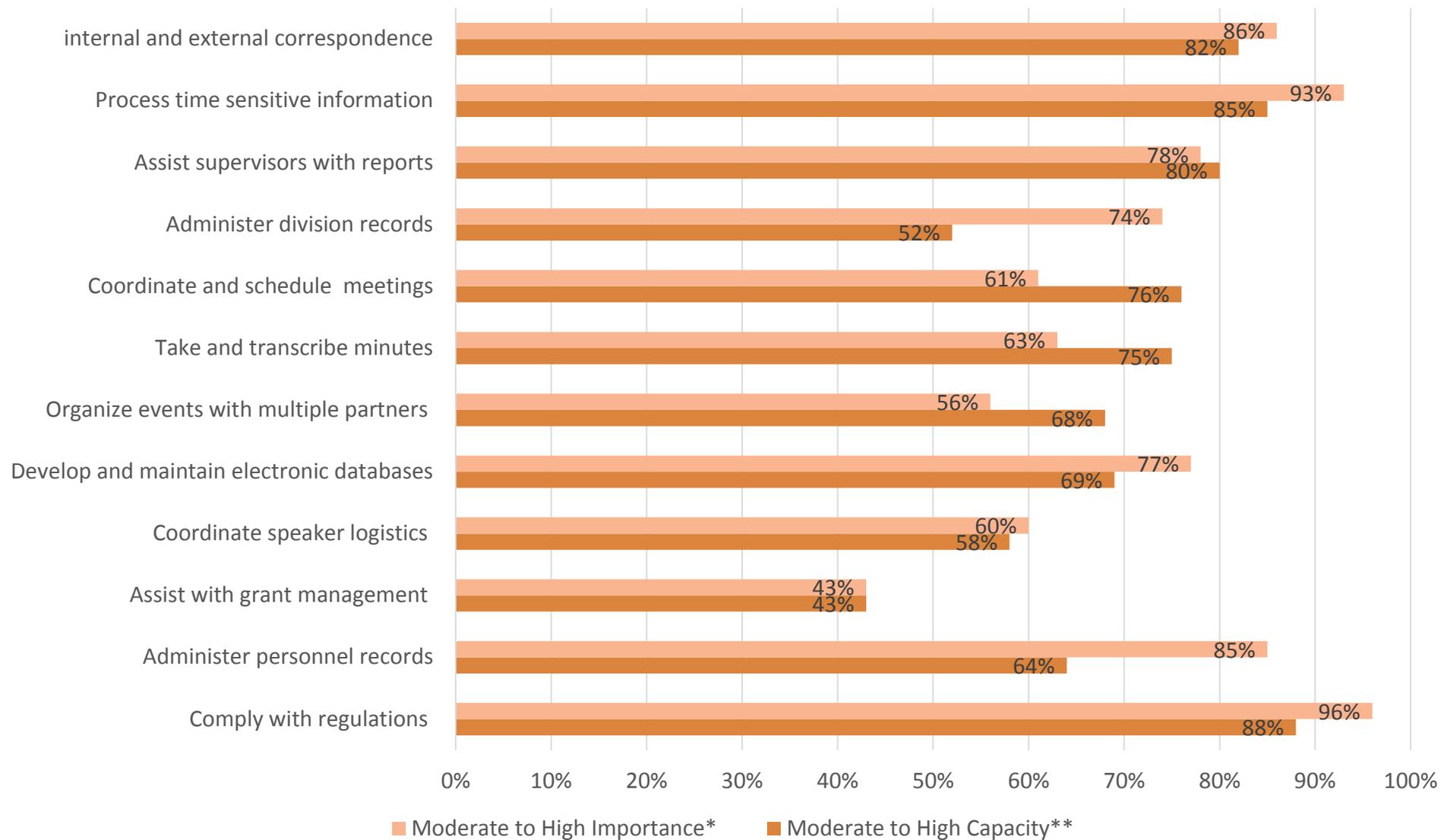


Recommended Training Needs

1. Aware of internal and external influences that may affect the delivery of public health services (22-v)



Provision of Assistance and Support



*Note: All valid cases are reported for each measure, and ranges from 0% to 34% missing data (i.e., NA and "I don't know") across all measures.

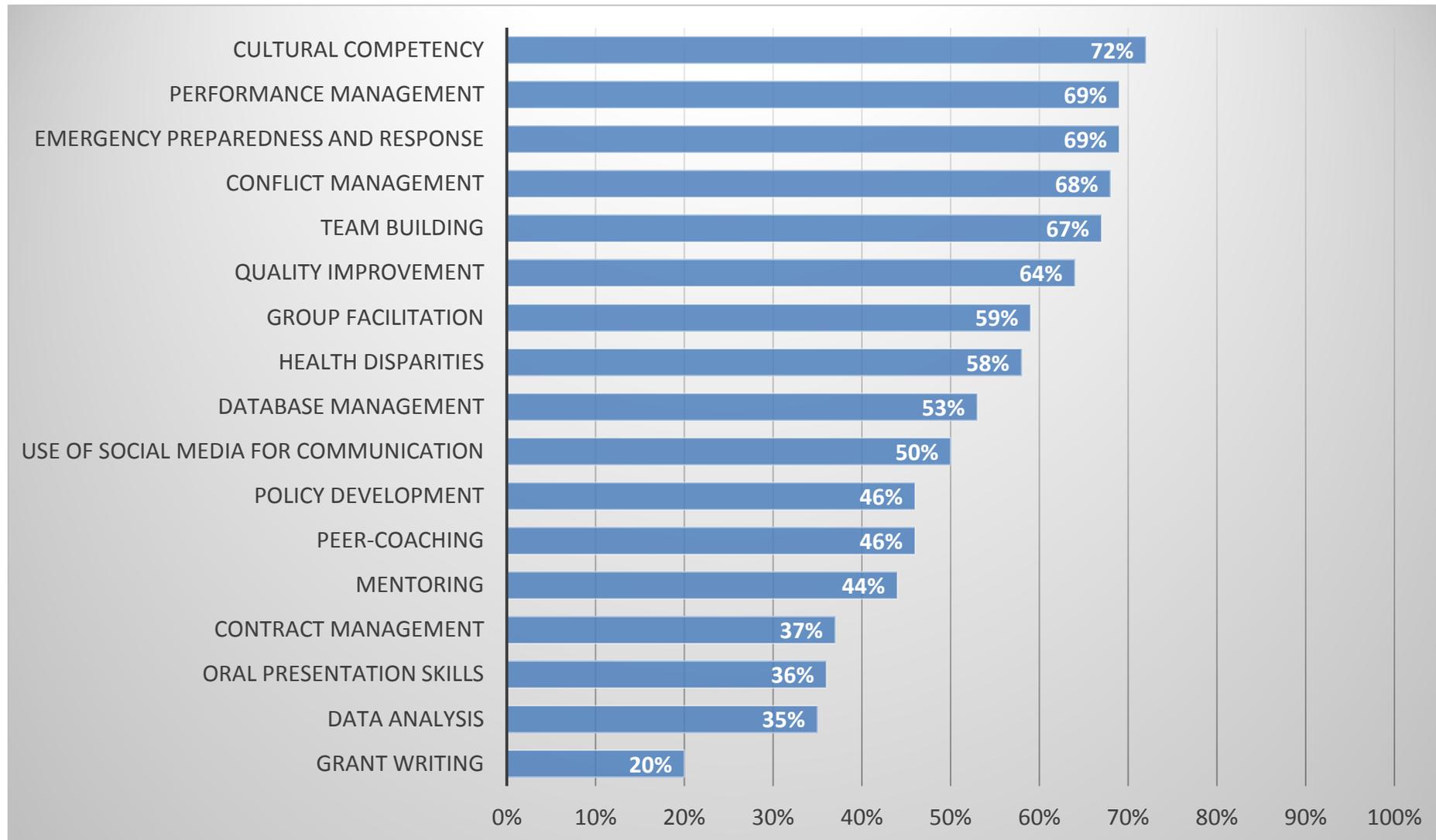


Recommended Training Needs

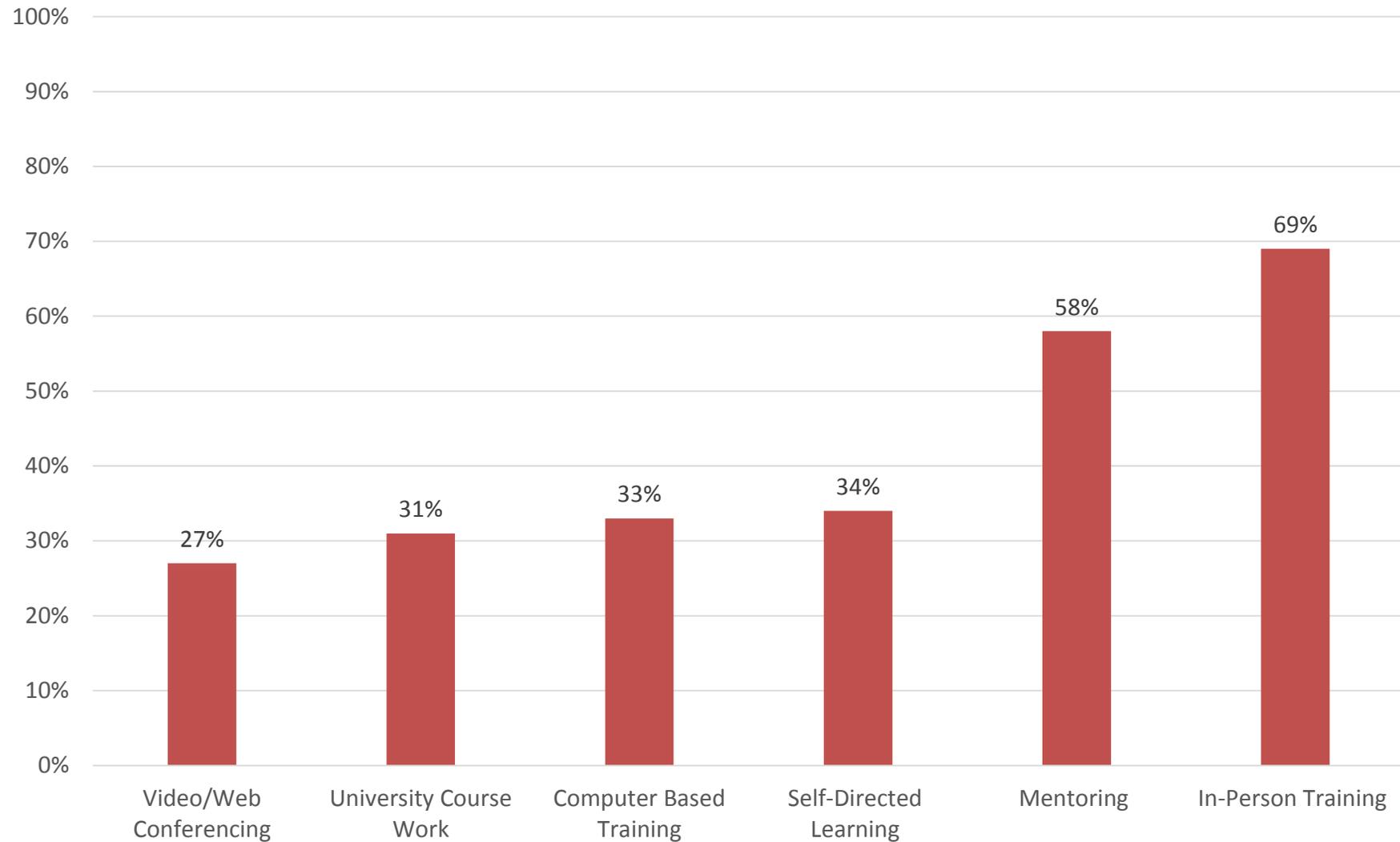
1. Administer personnel records (21%-v)
2. Administer division records (22%-v)



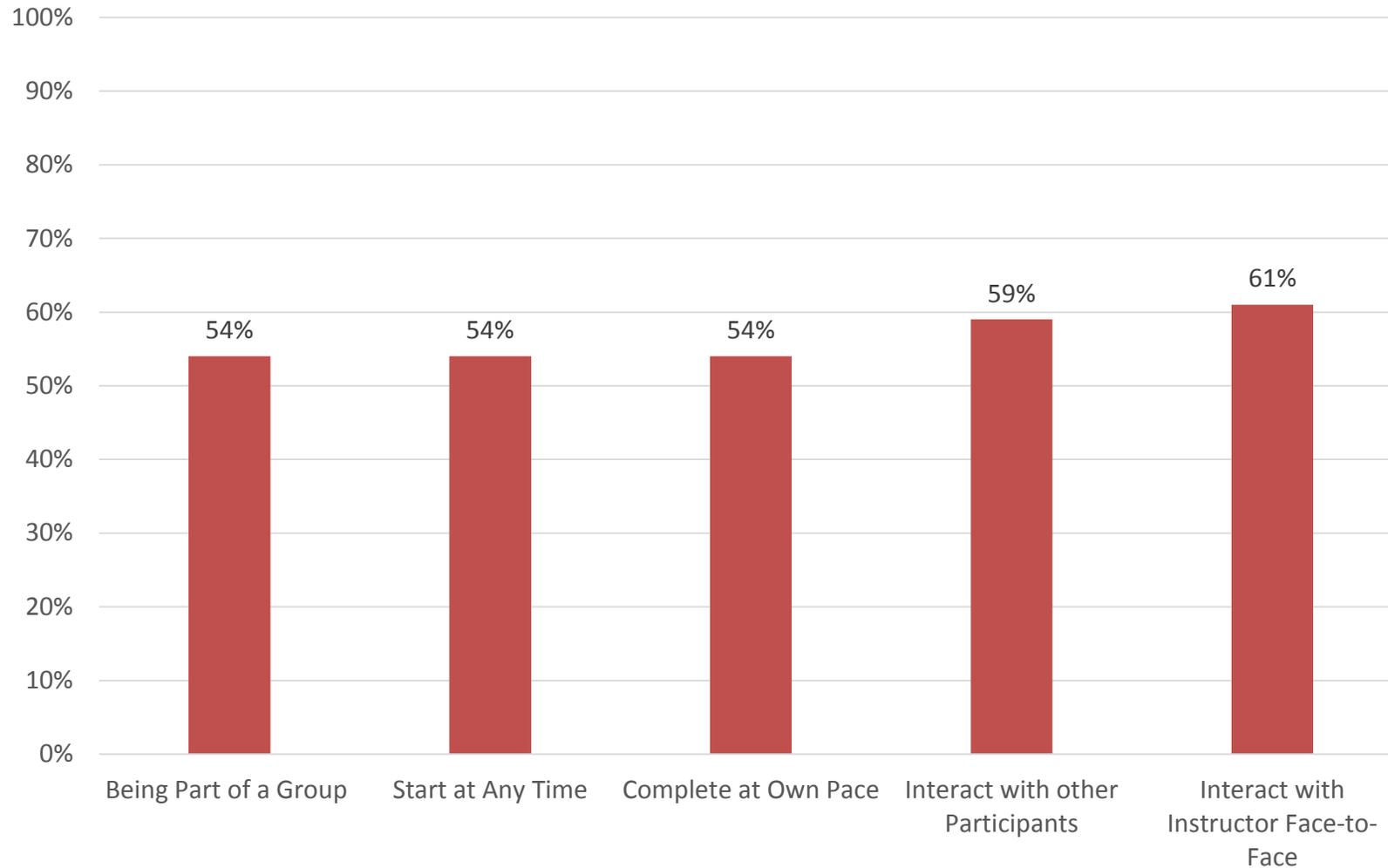
Important Skill Areas



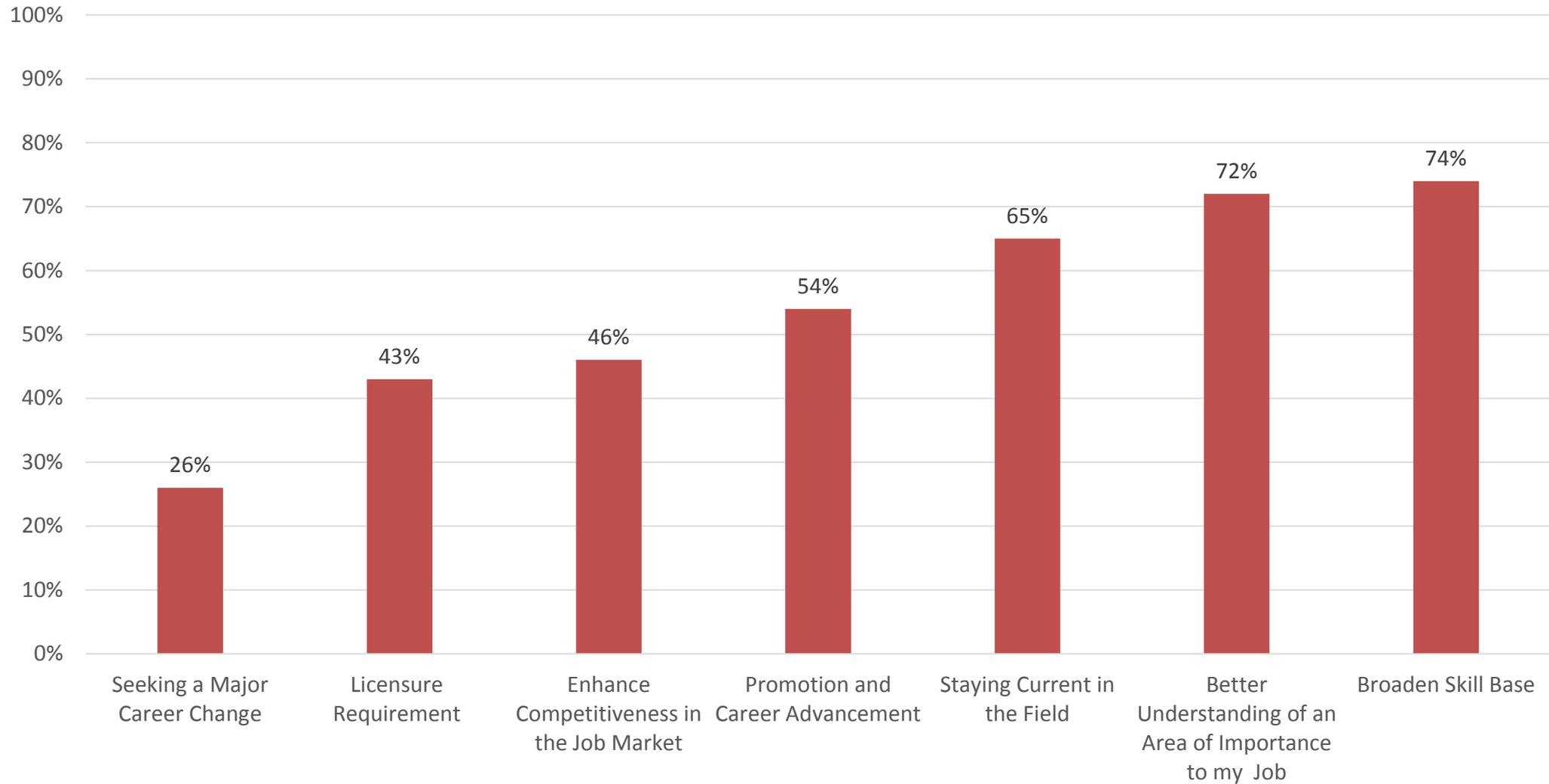
Learning Format



Training Considerations



Reasons for Training



Competency Domain	Training Recommendations	Available Resources
Cultural Competency	<ul style="list-style-type: none"> • Incorporate strategies for interacting with persons from diverse backgrounds • Consider the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services • Respond to diverse needs that are the result of cultural differences • Explain the dynamic forces that contribute to cultural diversity • Describe the needs for a diverse public health workforce • Assess public health programs for their cultural competence 	<ul style="list-style-type: none"> • •
Basic Public Health Sciences	<ul style="list-style-type: none"> • Identify the Ten Essential Services of Public Health • Describe the core public health functions (i.e. assessment, assurance and policy development) 	<ul style="list-style-type: none"> • UNMC – OPHP Public Health 101 Online Series
Community Dimensions of Practice	<ul style="list-style-type: none"> • Inquire about and use available community assets and resources • Develop and maintain productive partnerships with key stakeholders • Distinguish the role of governmental and non-governmental organization in the public health system 	<ul style="list-style-type: none"> •



Competency Domain	Training Recommendations	Available Resources
Financial Planning & Management	<ul style="list-style-type: none"> • Develop a program budget • Manage programs in light of budget constraints • Write effective grant proposals • Develop contracts, sub grants and other service agreements • Manage and monitor contracts, sub grants and other service agreements 	<ul style="list-style-type: none"> • UNL Grant Writing Seminar •
Leadership & Systems Thinking	<ul style="list-style-type: none"> • Be Aware of internal and external influences that may affect the delivery of public health services 	<ul style="list-style-type: none"> •
Provisions of Assistance and Support	<ul style="list-style-type: none"> • Administer personnel records • Administer division records 	



Next Steps/Final Recommendations

- Finalize Division level results
- Division Managers prioritize year one skills
- Determine available resources and trainings
- Develop an Evaluation and Tracking Process



Questions

