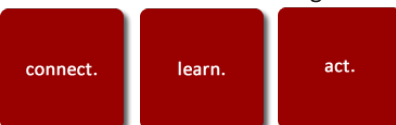


Indiana Public Health Training Center



IU School of Medicine Department of Public Health

2011 Needs Assessment

Executive Summary

The Indiana Public Health Training Center (IPHTC) established in 1999 and is located within Indiana University School of Medicine Department of Public Health. IPHTC is used to promote, support and deliver public health education to Indiana professionals. IPHTC offers a variety of educational opportunities including on-site sessions, online courses, multi-media productions and technical assistance. One aspect of continuing education is evaluated through the use of conducting needs assessment for all public health professionals and has been done the last four years. With this data IPHTC, is able to plan future educational courses and assist in understanding Indiana's public health needs, resources and workforce. In the past, the needs assessment was given once a year using all of the Core Competencies for Public Health Professionals identified by the Council on Linkages Between Academic and Public Health Practice (COL). This created a very lengthy survey that was the major complaint for not participating. This year, several changes were made for the survey. All occupational categories except epidemiologists, were asked the Core Competencies for Public Health Professions but the number of questions was reduced by half in order to decrease the time to complete the survey. A second survey addressing the remaining universal competency questions will be given in Fall 2011. The epidemiologists in this survey were asked specific questions from the Centers for Disease Control and Prevention (CDC) and the Council of State and Territorial Epidemiologists (CSTE) Applied Epidemiology Competencies.

The IPHTC public health workforce training needs assessment included a total of 376 respondents. Over one-fourth work in county health departments (28.2%), followed by state government (20.7%), academic institution (17.3%) and non-profit organization (11.4%). Over three quarters of the respondents were female (77.7%) and the rest male (22.3%). The majority were of the white race (88.0%) followed by black or African American (6.0%) Asian (3.3%) and Spanish, Hispanic or Latino (1.9%). The majority of respondents (91.4%) held a degree: bachelor's (34.9%), Master's (41.3%) or Doctoral (15.2%). We analyzed the data of each of the top six occupation classification by number of respondents. These include: health promotion/education (18.9%), nurse (16.7%), health administration (15.3%), epidemiology (14.5%), environmental health (9.0%), and physician (4.9%). All of the respondents, except those that identified themselves as epidemiologists selected from the following 3 tiers: Tier one entry level public health professional (41.5%), tier 2 mid-level public health professional (45.2%) and tier 3 senior-level public health professional (13.4%).

The respondents identified personal satisfaction as the main motivator to participate in training followed by increasing competency in public health practice. The biggest barriers to training was their agency's budget restrictions and individual cost to participate in training.

Below you will find Tables 1 -5 identifying overall results. Table 1 is the top 5 competencies found to be important to the job with the skill domain and tier identified. Tables 2-4 are the top 3 competencies identified as important to the job by each tiers 1, 2, and 3 respectively.

Table 1: Top 5 Competencies Important to the Job for all public health professionals

| Domain | Tier | Question Number | Competency | Importance to job Percent |
|---|-------------|------------------------|--|----------------------------------|
| Leadership and Systems Thinking Skills | 3 | Q145 | Incorporate ethical standards of practice as the basis of all interactions with organizations, communities and individuals | 97.0 |
| Community Dimensions of Practice Skills | 3 | Q125 | Evaluates the community linkages and relationships among multiple factors(or determinants) affecting health | 96.6 |
| Community Dimensions of Practice Skills | 3 | Q127 | Maintains partnerships with key stakeholders | 96.6 |
| Policy Development/Program Planning Skills | 3 | Q109 | Critiques the feasibility and expected outcomes of various policy options. | 94.3 |
| Financial Planning and management skills | 3 | Q141 | Ensures that programs are managed within current and forecasted budget constraints | 94.1 |

Table 2: Top 3 Competencies Overall Tier 1

| Domain | Tier | Question Number | Competency | Average Percent |
|--|-------------|------------------------|---|------------------------|
| Communication Skills | 1 | Q23 | Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency | 80.9 |
| Community Dimensions of Practice Skills | 1 | Q33 | Collaborates with community partners to promote the health of the population | 80.7 |
| Cultural Competency Skills | 1 | Q26 | Incorporates strategies for interacting with persons from diverse backgrounds | 78.2 |

Table 3: Top 3 Competencies Overall Tier 2

| Domain | Tier | Question Number | Competency | Average Percent |
|--|-------------|------------------------|---|------------------------|
| Community Dimensions of Practice Skills | 2 | Q77 | Establishes linkages with key stakeholders | 76 |
| Communication Skills | 2 | Q68 | Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency | 73.9 |
| Community Dimensions of Practice Skills | 2 | Q78 | Facilitates collaboration and partnerships to ensure participation of key stakeholders | 73.9 |

Table 4: Top 3 Competencies Overall Tier 3

| Domain | Tier | Question Number | Competency | Average Percent |
|--|-------------|------------------------|--|------------------------|
| Community Dimensions of Practice Skills | 3 | Q127 | Maintains partnerships with key stakeholders | 96.4 |
| Cultural Competency Skills | 3 | Q120 | Ensures the consideration of the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services | 88.3 |
| Cultural Competency Skills | 3 | Q119 | Ensures that there are strategies for interacting with persons from diverse backgrounds | 85.6 |