

**Tulsa City-County Health Department**  
**Profile and Training Needs Assessment**  
**of Community and Public Health Professionals**

Survey is conducted by the Tulsa City-County Health Department (TCCHD)  
In collaboration with the  
University of Oklahoma, College of Public Health

**Directions and Background:**

The intent of this survey is to learn more about the training and continuing education needs of the Tulsa City-County Health Department public health workforce, in order to design training and educational opportunities that best fit employee and organizational needs.

This survey takes about **15 to 20 minutes** to complete and there are no right or wrong answers. It is very important that you answer each question after careful thought and consideration.

The information from this survey:

- Will **NOT** be used to assess how well you do your job,
- **WILL** be used to determine training activities for TCCHD, and
- **WILL** help determine which trainings will be a priority for you to attend.

The survey is to be completed during a specific time set aside by your supervisor.

The OU College of Public Health will assist TCCHD in summarizing and analyzing the survey data, but TCCHD will **not** be able to link answers to you directly. This survey will **not** become a permanent part of your personnel file.

1. Are you a Supervisor? \_\_\_\_\_
2. Below is a list of major categories of activities performed in professional community and public health jobs. **Please enter the actual (not the ideal or recommended) percent of time that you spend on each category of activities.**

Percent Time (%)	Category of Activities
	<b>A. Support Services:</b> Provides support to administration, programs, and clinical services. Includes administrative, financial, clerical, maintenance, and other functions necessary to support services to the public and agency employees. Additional examples might include: financial services such as payroll and accounts payable; information technology development or support; and/or security.
	<b>B. Administration:</b> Oversees the appropriate use of resources; develops and administers policies; develops program or agency budgets; participates in the development and implementation of the TCCHD strategic plan.
	<b>C. Management/Supervision:</b> Participates in the day-to-day oversight of programs and services through activities such as direct supervision of staff; team-building; staff coaching and mentoring; and the identification and implementation of best-practices at the program and services level.
	<b>D. Clinical Care, Patient Education, and Consultation:</b> Provides, coordinates, or consults regarding patient/client clinical care including education, counseling, nutrition, or social work (Individual focused care).
	<b>E. Monitoring, Investigation, and Surveillance:</b> Assessing health and disease indicators for individuals and populations, or environmental quality (e.g. food sanitation, outbreak investigation, and air & water quality).
	<b>F. Community Involvement and Planning:</b> Works with communities to conduct needs assessment, develops plans, builds coalitions, and involves all populations including hard to reach groups.
	<b>G. Communication, Public Education and Information:</b> Develops and implements internal (organizations) and external (community) information dissemination strategies including mass media, information technology, and interpersonal communication.
	<b>H. Inspection:</b> conducts inspections of food establishments, public bathing establishments, and other locations as required by statute or ordinance; enforces health codes as required by law or rules & regulations; conducts complaint investigations; and carries out other duties related to assuring safe environments.
	<b>I. Evaluation:</b> Evaluates programs, services, or policies based on the identified plans to assure accountability to accomplish organizational and community goals. Identifies appropriate indicators and prepares reports to share with leadership and stakeholders on agency programs, services, or policies.
	<b>J. Research or investigation for development of innovative public health programs/services:</b> Develops and conducts formative, qualitative, or quantitative research for development of new and innovative programs and services. Evaluates and translates research findings into practice. Disseminates results of research or evidence of best practice to others.
	<b>K. Emergency Response:</b> Participation in planning, exercises, and/or actual response that is outside my routine job responsibilities. (Do not work in ERP.)
	<b>L. Other approved activities not included above:</b> Activities occurring during work hours such as committees and agency-sponsored functions that are not directly related to your official job duties. Examples include social activities committee, wellness program activities, corporate challenge, etc.
<b>Total=100%</b>	

3. How many years have you worked in community/public health? \_\_\_\_\_

A. How many years have you worked at TCCHD?	
B. How many years have you work in other Public Health settings?	

4. How many years have you worked in another health care setting? (e.g. hospital, nursing home, community clinic, doctor office, etc.) \_\_\_\_\_

What setting(s)?	
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5. Which of the following reflects your current employment status?

	Employed full-time (40 hours per week)
	Employed part-time (less than 40 hours per week)

6. For each of the learning settings listed below, indicate your level of preference.

Learning Settings	Importance				
	Less Preferred				More Preferred
On-site training (one day or less with instructor)	1	2	3	4	5
On-site training (multi-day workshop with instructor)	1	2	3	4	5
Regional/Statewide training (with instructor)	1	2	3	4	5
Computer-based or On-line Training (self-study)	1	2	3	4	5
Computer-based or On-line Training (interactive)	1	2	3	4	5
Web-based training	1	2	3	4	5
Self-directed learning (material provided)	1	2	3	4	5
University course work with or without credit	1	2	3	4	5

7. When thinking about public health training/education or professional credentialing requirements, how important are the following reasons for pursuing continuing education?

Reasons	Importance				
	Low		Moderate		High
Develop a better understanding of an area of importance to my current job	1	2	3	4	5
Broaden skill base	1	2	3	4	5
Enhance competitiveness in the job market	1	2	3	4	5
Increase salary potential	1	2	3	4	5
Seeking a major career change	1	2	3	4	5
Stay current in a field	1	2	3	4	5
Licensure requirement (or other credentials)	1	2	3	4	5
Get out of the office	1	2	3	4	5

8. How important are the following issues when participating in public health training/education?

Issues	Importance				
	Low		Moderate		High
Opportunity to interact with instructor (face-to-face)	1	2	3	4	5
Opportunity to interact with other participants	1	2	3	4	5
Being part of a group that is taking the same course at the same time	1	2	3	4	5
Opportunity to start at any time	1	2	3	4	5
Opportunity to complete at your own pace	1	2	3	4	5

9. What is your level of interest in pursuing any of the following public health training/education options in the next 3 years? (Mark only types of training that apply to you.)

Type of training or education	Interest					Currently Enrolled
	Low		Moderate		High	
High School Completion (GED)	1	2	3	4	5	
Short Course (8-16 hours-no homework)	1	2	3	4	5	
Certificate Program	1	2	3	4	5	
Individual College/University Courses	1	2	3	4	5	
Associate Degree (List):	1	2	3	4	5	
Bachelors Degree—Health Education, Health Promotion, or Public Health	1	2	3	4	5	
Bachelors Degree—Nursing	1	2	3	4	5	
Bachelors Degree—Other Field (List)	1	2	3	4	5	
Masters Degree—Health Education, Health Promotion, or Public Health	1	2	3	4	5	
Masters Degree--Nursing	1	2	3	4	5	
Masters Degree—Other Field (List)	1	2	3	4	5	
Ph.D. or Doctoral Practice Degree (List)	1	2	3	4	5	
Professional Degree (MD, DDS, DO, JD, DVM)	1	2	3	4	5	

10. Current educational level. How far did you go in school? (List degree & field of study)

Check all that apply	Educational level	Degree and field of study
	Did not finish high school	
	High School Graduate (or GED)	
	Technical School or some college	
	College degree(s)—list all degrees	

11. What is your gender?  Female  Male

12. What is your age group?  18-30  31-40  41-50  51-60  Over 60

13. Do you plan to retire within the next 5 to 10 years?

Within 5 years	Between 5 to 10 years	Unsure

14. Do you speak any language other than English?

No	Yes	If Yes, Specify

15. Which of the following best describes your race/ethnicity (choose one)?

Check	Categories
	Hispanic/Latino (a)
	Caucasian (white)
	African American
	Asian American or Pacific Islander
	American Indian or Alaskan Native
	Other (Please specify)

16. Please list all of your licenses, certifications, registrations, and areas of additional training in the field of health care and/or public health


The next section will ask you specific questions related to public health core competencies and how comfortable you are in performing each of them. It is likely that you may not be familiar with many of these activities, so please answer honestly about your level of comfort. Remember, this survey will be used to help plan future training and educational opportunities for TCCHD. It will not be used to assess how well you do your job, but will help each of us identify areas for our personal professional development.

For the remainder of the survey you will use a rating scale of 1 to 5. One is not at all comfortable and 5 means you are very comfortable. You should only use NA for Not Applicable if you truly do not feel this skill relates to your current job.

## A. How comfortable are you with each of the following skills?

<b>Core Competency by Domain</b>	<b>Rating Scale</b>					
	<b>Not at all Comfortable</b>		<b>Very Comfortable</b>			<b>Not Applicable</b>
Identify the health status of populations & their related determinants of health and illness	1	2	3	4	5	NA
Describe the characteristics of a population-based health problem	1	2	3	4	5	NA
Use variables that measure public health conditions	1	2	3	4	5	NA
Use methods & instruments for collecting valid & reliable quantitative & qualitative data	1	2	3	4	5	NA
Identify sources of public health data and information	1	2	3	4	5	NA
Recognize the integrity & comparability of data	1	2	3	4	5	NA
Identify gaps in data sources	1	2	3	4	5	NA
Adhere to the application of ethical principles in the collection, maintenance, use, & dissemination of data & information	1	2	3	4	5	NA
Describe the public health applications of quantitative & qualitative data and collects quantitative & qualitative community data	1	2	3	4	5	NA
Use information technology to collect, store, and retrieve data	1	2	3	4	5	NA
Describe data to address the scientific, political, ethical, & social public health issues	1	2	3	4	5	NA
<b>Policy Development and Program Planning Skills</b>	<b>Not at all Comfortable</b>		<b>Very Comfortable</b>			<b>Not Applicable</b>
Gather information relevant to specific public health policy	1	2	3	4	5	NA
Describe how policies can influence public health programs, explain the expected outcomes of policy options, and gather information that will inform policy decisions.	1	2	3	4	5	NA
Describe the public health laws & regulations governing public health programs	1	2	3	4	5	NA
Participate in program planning processes	1	2	3	4	5	NA
Incorporate policies & procedures into program plans & structures	1	2	3	4	5	NA

Identify mechanisms to monitor & evaluate programs for their effectiveness & quality	1	2	3	4	5	NA
Demonstrate the use of public health informatics practices	1	2	3	4	5	NA
Apply strategies for continuous quality improvement	1	2	3	4	5	NA
<b>Communication Skills</b>	<b>Not at all Comfortable</b>				<b>Very Comfortable</b>	<b>Not Applicable</b>
Identify the health literacy of populations served	1	2	3	4	5	NA
Communicate in writing & orally, in person, and through electronic means, with linguistic & cultural proficiency	1	2	3	4	5	NA
Solicit community-based input from individuals & organizations	1	2	3	4	5	NA
Convey or disseminate public health information through a variety of approaches	1	2	3	4	5	NA
Participate in the development of demographic, statistical, programmatic, & scientific presentations	1	2	3	4	5	NA
Apply communication & group dynamic strategies in interactions with individuals & groups	1	2	3	4	5	NA
<b>Cultural Competency Skills</b>	<b>Not at all Comfortable</b>				<b>Very Comfortable</b>	<b>Not Applicable</b>
Incorporate strategies for interacting with persons from diverse backgrounds	1	2	3	4	5	NA
Recognize the role of cultural, social, & behavioral factors in the accessibility, availability, acceptability, & delivery of public health services	1	2	3	4	5	NA
Respond to diverse needs that are the result of cultural differences	1	2	3	4	5	NA
Describe the dynamic forces that contribute to cultural diversity	1	2	3	4	5	NA
Describe the need for a diverse public health workforce	1	2	3	4	5	NA
Participate in the assessment of the cultural competence of the public health organization	1	2	3	4	5	NA

<b>Community Dimensions of Practice Skills</b>	<b>Not at all Comfortable</b>					<b>Very Comfortable</b>	<b>Not Applicable</b>
Recognize the community linkages & relationships among multiple factors (or determinants) affecting health	1	2	3	4	5		NA
Demonstrate the capacity to work in community-based participatory research efforts	1	2	3	4	5		NA
Identify stakeholders	1	2	3	4	5		NA
Collaborate with community partners to promote the health of the population	1	2	3	4	5		NA
Maintain partnerships with key stakeholders	1	2	3	4	5		NA
Uses group processes to advance community involvement	1	2	3	4	5		NA
Describe the role of governmental & non-governmental organizations in the delivery of community health services	1	2	3	4	5		NA
Identify community assets & resources	1	2	3	4	5		NA
Gather input from the community to inform the development of public health policy & programs	1	2	3	4	5		NA
Inform the public about policies, programs, & resources	1	2	3	4	5		NA
<b>Public Health Sciences Skills</b>	<b>Not at all Comfortable</b>					<b>Very Comfortable</b>	<b>Not Applicable</b>
Describe the scientific foundation of the field of public health	1	2	3	4	5		NA
Identify prominent events in the history of the public health profession	1	2	3	4	5		NA
Relate public health science skills to the Core Public Health Functions and the Ten Essential Services	1	2	3	4	5		NA
Identify the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, & social and behavioral health sciences)	1	2	3	4	5		NA
Describe the scientific evidence related to a public health issue, concern, or, intervention	1	2	3	4	5		NA
Retrieve scientific evidence related to a public health issue, concern, or intervention	1	2	3	4	5		NA



Discuss the limitations of research findings	1	2	3	4	5	NA
Describe the laws, regulations, policies & procedures for the ethical conduct of research	1	2	3	4	5	NA
Partner with other public health professionals in building the scientific base of public health	1	2	3	4	5	NA
<b>Financial Planning and Management Skills</b>	<b>Not at all Comfortable</b>				<b>Very Comfortable</b>	<b>Not Applicable</b>
Describe the local, state, & federal public health & health care systems	1	2	3	4	5	NA
Describe the organizational structures, functions, & authorities of local, state, & federal public health agencies	1	2	3	4	5	NA
Adhere to the organization's policies & procedures	1	2	3	4	5	NA
Participate in the development of programmatic budget	1	2	3	4	5	NA
Operate programs within current & forecasted budget constraints	1	2	3	4	5	NA
Identify strategies for determining budget priorities based on federal, state, & local financial contributions	1	2	3	4	5	NA
Report program performance	1	2	3	4	5	NA
Translate evaluation report information into program performance improvement action steps	1	2	3	4	5	NA
Contribute to the preparation of proposals for funding from external sources	1	2	3	4	5	NA
Apply basic human relations skills to internal collaborations, motivation of colleagues, & resolutions of conflicts	1	2	3	4	5	NA
Demonstrate public health informatics skills to improve program & business operations	1	2	3	4	5	NA
Participate in the development of contracts & other agreements for the provision of services	1	2	3	4	5	NA
Describe how cost-effectiveness, cost-benefit, & cost-utility analyses affect programmatic prioritization & decision-making	1	2	3	4	5	NA

<b>Leadership and Systems Thinking Skills</b>	<b>Not at all Comfortable</b>					<b>Very Comfortable</b>	<b>Not Applicable</b>
Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, & individuals	1	2	3	4	5		NA
Describe how public health operates within a larger system	1	2	3	4	5		NA
Participate with stakeholders in identifying key public health values & a shared public health vision as guiding principles for community action	1	2	3	4	5		NA
Identify internal & external problems that may affect the delivery of Essential Public Health Services	1	2	3	4	5		NA
Use individual, team, & organizational learning opportunities for personal & professional development	1	2	3	4	5		NA
Participate in mentoring & peer review or coaching opportunities	1	2	3	4	5		NA
Participate in the measuring, reporting, and continuous improvement of organizational performance	1	2	3	4	5		NA
Describe the impact of changes in the public health system and the larger social, political, or economic environment on organizational practices	1	2	3	4	5		NA

**B. How important is each of the following skill sets in your job?**

<b>Public Health Focus Areas</b>	<b>Not Important</b>					<b>Very Important</b>
<b>Computer Skills for Web-based Education:</b> Understand the mechanical aspects of operating a computer; use basic software applications, including access & utilization of word processing, spreadsheet, & basis statistical packages; establish & maintain access to & effective linkages via learning management systems, electronic mail, & the internet.	1	2	3	4	5	
<b>Public Health Practice:</b> Understand public health principles & practices among all levels of the “community”; identify past, current, & future public health issues; define public health core functions & how they relate to establishing healthy communities; & integrate core discipline concepts in an integrated manner to solve community & population-based health issues.	1	2	3	4	5	

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<p><b>Social &amp; Behavioral Sciences:</b> Understand the application of the social and behavioral sciences in public health practice; utilize ethical principles in the development and implementation of programs to address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Identify individual, organizational, &amp; community concerns, assets, resources, &amp; deficits for social &amp; behavioral science interventions; identify basic theories, concepts, &amp; models from a range of social &amp; behavioral sciences to be used in public health research and practice.</p>	<p>1      2      3      4      5</p>
<p><b>Health Administration and Policy:</b> Understand both the policy and management concerns with the structure, process, &amp; outcomes of health and public health services including costs, financing, organization, outcomes, &amp; and accessibility to care; apply both the legal and ethical bases for public health and health care services; demonstrate leadership for building partnerships and facilitating policy to impact health status of identified populations; apply systems thinking for planning organizational and community initiatives, as well as for resolving organizational problems; plan and implement appropriate strategy for community health safety &amp; preparedness.</p>	<p>1      2      3      4      5</p>
<p><b>Epidemiology:</b> Define and explain the importance of epidemiology for informing scientific, ethical, economic, &amp; political discussion of health issues; utilize appropriate epidemiological methods to describe public health problems; communicate results effectively to both lay and professional audiences; understand and apply basic ethical &amp; legal principles pertaining to the collection, maintenance, use, &amp; dissemination of epidemiologic data; apply information from the study of patterns of disease to the control of health problems.</p>	<p>1      2      3      4      5</p>
<p><b>Environmental Health:</b> Specify approaches for assessing, preventing, &amp; controlling environmental hazards that pose risks to human health &amp; safety; utilize various risk management and risk communication approaches in relation to issues of environmental concern; describe the major public health significance of environmental contaminants &amp; influences; describe federal, state, and local regulatory programs, guidelines, &amp; authorities for control of environmental health issues.</p>	<p>1      2      3      4      5</p>
<p><b>Biostatistics:</b> Understand and apply statistical methodologies to address, analyze, and solve problems in public health; prepare information for use in decision-making; organize and interpret data using summary and graphical techniques; apply basic informatics techniques with vital statistics &amp; public health records in the description of health characteristics &amp; in public health research.</p>	<p>1      2      3      4      5</p>