

Proposed Business Plan

Office of Public Health Practice & Workforce Development

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PUBLIC HEALTH PRACTICE (PHP) is the strategic, organized, and interdisciplinary application of knowledge, skills, and competencies necessary to perform the essential public health services and related activities to improve the public's health.

Background and Introduction

During the last 20 years, there have been two notable national publications that have focused on academic public health, which included a practice component. The first was the 1988 National Institute of Medicine (IOM) seminal report *The Future of Public Health*. The report's authors noted many of the nation's schools of public health were research oriented and largely disconnected from the practice environment. In light of this situation, the IOM recommended, among other actions that:

- 1) Schools of public health should establish firm practice links with state and/or local public health agencies so that significantly more faculty members may undertake professional responsibilities in these agencies, conduct research there, and train students in such practice situations.

The IOM conducted a follow-up assessment in 2002 with the charge to develop a framework for how education, training, and research in SPHs could be strengthened to meet the needs of future public health professionals to improve population-level health. The resulting report, *Who Will Keep the Public Healthy - Educating Public Health Professionals for the 21st Century* tendered many practice related recommendations. Salient points included:

- 1) The practical intention of the education would suggest that class room teaching be substituted to the extent feasible by hands-on "rotations" with agencies and organizations of the type in which trainees are being prepared to function.
- 2) The committee endorses the idea that education should be competency based and supports educational programs built upon the competency domains identified by the Council on Linkages Between Academia and Public Health Practice. (Authors note: These competencies can be found in Appendix A)
- 3) SPHs should position themselves as active participants in community-based research, learning, and service.
- 4) Community-based organizations should have enhanced presence in SPH advisory, planning, and teaching activities.
- 5) The Committee recommends a significant expansion of supervised practice opportunities (community-based public health programs, delivery systems, and health agencies) and sites. Such fieldwork must be organized and supervised by faculty who have appropriate practical experience.
- 6) The Committee recommends a major change in the criteria used to hire and promote SPH faculty. Criteria should reward experiential excellence in the classroom and practical training of practitioners.
- 7) The Committee recommends that SPHs fulfill their responsibility for assuring access to life long learning opportunities for several disparate groups including 1) PH professionals; 2) other member of PH workforce; and 3) health professionals who participate in PH activities.

The findings of the two IOM documents are complemented by **three** contemporary reports and guidance documents germane to PHP. **The first** is the 1999 ASPH publication entitled *Demonstrating Excellence in Academic Public Health Practice*. This report suggests that public health practice is misunderstood in academia, and calls for:

- 1) development of uniform definitions and criteria for assessing practice-based scholarship;
- 2) establishment and enhancement of practice based linkages and community partnerships;
- 3) development of administrative and structural support within schools to enhance practice;
and
- 4) increased extramural and intramural support for practice-based scholarship.

The second noteworthy report was the US CDC document released in October 2004. The report, *Rebuilding the Public Health Infrastructure*, recommended:

1. CDC should fund the Associations of Schools of Public Health proposal for Academic Health Departments (AHDs) to strengthen ties and foster exchanges between academia and state and local public health. CDC and AHDs should evaluate the impact on creating a pipeline for graduates entering public health. (Authors note: Loma Linda SPH and the San Bernardino DPH were one of the original 11 funded AHDs)

Finally, the ASPH Council of Public Health Practice published **the third** document referenced here, *Demonstrating Excellence in Practice-based Teaching for Public Health*, in October 2004. This report included eight guiding principles of practiced based teaching and practical mechanisms to advance practice-based teaching.

Loma Linda SPH Historical Perspective

Since its inception, the LLU-SPH has prided itself in being practice-based. These valuable and energetic practice activities often reflected individual faculty interests, while in some cases, Departments (e.g., HPRO & GLBH) systematically integrated community-based educational components into their core curriculum. Unfortunately, many practice activities lacked interdisciplinary approaches and were generally not subject to formal evaluation often resulting in findings, recommendations, and lessons learned which went unpublished, or were available only in limited distribution. In hindsight, School practice efforts could have been enhanced through definitional clarity, strategic implementation, integrated organizational approaches, and congruence with mainstream public health practice theory and funding opportunities.

To bring a greater cogency and organization to the practice-related activities, the SPH Office of Public Health Practice was created circa 2000. Programs such as the “Bridges” initiative (high school-based tutoring/mentoring) and community-based diabetes programs were successfully developed and implemented by Dr. Patricia Herring. David Dyjack was named LLU-SPH Assistant Dean for Public Health Practice in 2002, and was subsequently appointed as Associate Dean in Spring 2004.

The Office of Public Health Practice was renamed the Office of Public Health Practice and Workforce Development (OPHP&WD) in 2004 to reflect a key practice component - the continuing professional education needs of the 80% of the PH workforce who do not possess formal education in public health.

Since 2002, the OPHP&WD has received over \$1,000,000 in extramural funding which has provided salary support for nine faculty, one staff member, while underwriting approximately 10,000 MPH/Dr.PH student contact hours with local, state and federal public health agencies. Some of the key projects include:

- Educational needs assessments of five southern California PH Departments
- Pacific Rim Environmental Health Workforce training programs (HRSA Funded)
- Regional Academic Resource Center for an eight state region, including efforts to work with Native Americans (CDC Funded)
- Academic Health Department (ASPH/ATSDR funded)
- Asthma trigger resource for Riverside DPH (HUD Funded)

In light of increasing emphasis on PHP as a legitimate and valuable academic endeavor, the OPHP&WD is encouraging a more deliberate and strategic approach to practice issues. Effective January 2005, Dr. Samuel Soret has been promoted to Chairman of the Department of Environmental & Occupational Health. David Dyjack will now devote the majority of his efforts to PHP. The balance of this document will provide an outline of the vision, major goals, and objectives of the OPHP&WD for the time period of 2005-2007.

OPHP&WD Vision Statement: To enhance the capacity of the emerging and existing public health workforce to meaningfully engage in the public health practice issues of our time.

The OPHP&WD Values:

- 1) External Funding
- 2) Formal Evaluation
- 3) Publication in Recognized Mainstream Scientific Literature
- 4) Trans-disciplinary Efforts
- 5) Providing Quality Services as Defined by our Customers

OPHP&WD Operating Assumption:
The Office aims to support itself and its activities through extramural funding.

The Office envisions its efforts falling under three domains of activity: 1) Transparency, 2) Informed/Informing faculty, staff and students and 3) Engagement. The domains possess overlap, and are intended to address key recommendations provided by the IOM and others. The three domain-centered goals and attendant objectives are now presented.

Goal 1: Achieve greater transparency – Many key stakeholders in southern California and throughout the U.S. view Loma Linda University, and through extension the SPH, as insulated, inward looking, or marginally relevant. We aim to partially address this issue by:

Action	Responsible Party	Date
Develop and convene an external SPH Advisory Committee	James Kyle	January 1, 2006
Create & Post the OPHP & WD Website	Dyjack & J. Anderson	June 30, 2005
Encourage all SPH Departments to convene external Advisory Committees	Dyjack	March 31, 2005
Participate in national FIPSE grant which examines Rank, Tenure and Promotion for community based scholarship	Dyjack, Modeste, Belliard, Montgomery	September 2007
Convene press conferences and distribute press releases for important PHP activities	Dyjack	January 2006

Goal 2: Support PHP through informed/informing faculty, staff, and students

Action	Responsible Party	Due Date
New & existing SPH staff to complete PPHTC PH 101 modules on-line (part of new employee orientation)	Department and Center Administrators	January 1, 2006
SPH faculty who do not possess a degree or experience in public health complete the PPHTC PH 101 modules on-line	Department Chairman	January 1, 2006
Double the number of peer-refereed practice publications	Dyjack & Department and Center Administrators	January 1, 2007
Contribute to one ASPH PHP Associate Dean or practice coordinator work group	Dyjack	January 1, 2006
Communicate the accepted definition for PHP within the SPH to achieve greater consistency in use of the term	Dyjack	June 30, 2005
Inform SPH Rank & Promotion Committee of emerging health science institution community-based scholarship evaluation tools	Dyjack, Belliard, Modeste & Montgomery	September 2007
Conduct a quarter long PHP seminar series every other year	Dyjack	Achieved

Goal 3: Enhance LLU-SPH's meaningful engagement in public health issues of our time.

.Action	Responsible Party	Due Date
Increase PHP extramural funding from \$240,000 to \$500,000 per annum.	David Dyjack	June 30, 2006
Increase number of faculty currently funded by practice grants from 5 to 10	David Dyjack	June 30, 2006
Increase paid student concurrent practice experience from 2,000 hours/yr to 4,000 hours per year	David Dyjack	June 30, 2006
SPH to acquire a 2 nd funded Center (e.g., preparedness, prevention, etc)	David Dyjack	June 30, 2006
Complete Memorandum of Understanding with S.B. DPH	David Dyjack	June 30, 2005
Increase the number of adjunct faculty appointments from County Health Departments from 9 to 15	David Dyjack	January 1, 2006
Develop at least one funded project in partnership with Orange County HCA	David Dyjack	June 30, 2006
Develop two Web-based GIS classes designed for the existing PH Workforce	Dyjack/Wiafe/Soret	December 31, 2005
Conduct or contribute to 5 field-base training programs per year	Dyjack	June 30, 2005

Open Issues

There are many open issues left to explore, some include:

- 1) Service learning
- 2) OPHP&WD role and contributions to University level community engagement efforts
- 3) Secunding faculty to DPHs or secunding DPH employees to the SPH
- 4) Conduct an inventory of practice based grants and activities within the school
- 5) Workforce Development Pipeline Efforts (aka kids into healthcare)
- 6) Support of Practice-based teaching
- 7) Faculty, staff and student expectations of the OPHP & WD
- 8) Role in campus-based Continuing Professional Education
- 9) Participation in CBO and other advisory committees

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Appendix A – Terms & Definitions

Transdisciplinary research – research, which involves broadly constituted teams that work across disciplines in the development of research questions. That is, no one discipline dominates.

Public Health Core Functions

- 1) Assessment – ability to appropriately use data to direct actions (the science of PH)
- 2) Policy Development – the appropriate use of scientific knowledge in developing public health policies and programs (art of public health)
- 3) Assurance – the development of policies that are backed by services necessary to assure their success (the synthesis of art and science)

10 Essential Public Health Services

A. Assessment

1. Monitor health status to identify community health problems
2. Diagnose and investigate health problems and health hazards in the community

B. Policy Development

3. Inform, educate, and empower people about health issues
4. Mobilize community partnerships to identify and solve health problems
5. Develop policies and plans that support individual and community efforts

C. Assurance

6. Enforce laws and regulations that protect health and ensure safety
7. Link people to needed personal health services and assure provision of health care when otherwise unavailable
8. Assure a competent public health and personal health care workforce
9. Evaluate effectiveness, accessibility, and quality of personal and population based health services

Serving all functions

10. Research for new insights and innovative solutions to health problems.

Council on Linkages PH Core Competencies (WWW.TrainingFinder.org)

Core Competencies With Skill Levels

Domain #1: Analytic Assessment Skill

Specific Competencies	Front Line Staff	Senior Level Staff	Supervisory and Management Staff
Defines a problems	Knowledgeable to proficient	Proficient	Proficient
Determines appropriate uses and limitations of both quantitative and qualitative data	Aware to knowledgeable	Proficient	Proficient
Selects and defines variables relevant to defined public health problems	Aware to knowledgeable	Proficient	Proficient
Identifies relevant and appropriate data and information sources	Knowledgeable	Proficient	Proficient
Evaluates the integrity and comparability of data and identifies gaps in data sources	Aware	Proficient	Proficient
Applies ethical principles to the collection, maintenance, use, and dissemination of data and information	Knowledgeable to proficient	Proficient	Proficient
Partners with communities to attach meaning to collected quantitative and qualitative data	Aware to knowledgeable	Proficient	Proficient
Makes relevant inferences from quantitative and qualitative data	Aware to knowledgeable	Proficient	Proficient

Obtains and interprets information regarding risks and benefits to the community	Aware to knowledgeable	Proficient	Proficient
Applies data collection processes, information technology applications, and computer systems storage/retrieval strategies	Aware to knowledgeable	Knowledgeable to proficient	Knowledgeable to proficient
Recognizes how the data illuminates ethical, political, scientific, economic, and overall public health issues	Aware	Knowledgeable to proficient	Proficient



Domain #2: Policy Development/Program Planning Skills

Specific Competencies	Front Line Staff	Senior Level Staff	Supervisory and Management Staff
	Collects, summarizes, and interprets information relevant to an issue	Knowledgeable	Proficient
States policy options and writes clear and concise policy statements	Aware	Knowledgeable to proficient	Proficient
Identifies, interprets, and implements public health laws, regulations, and policies related to specific programs	Aware	Knowledgeable to proficient	Proficient
Articulates the health, fiscal, administrative, legal, social, and political implications of each policy option	Aware	Knowledgeable	Proficient
States the feasibility and expected outcomes of each policy option	Aware	Knowledgeable	Proficient
Utilizes current techniques in decision analysis and health planning	Aware	Knowledgeable to proficient	Proficient
Decides on the appropriate course of action	Aware	Knowledgeable to proficient	Proficient
Develops a plan to implement policy, including goals, outcome and process objectives, and implementation steps	Aware	Knowledgeable to proficient	Proficient
Translates policy into organizational plans, structures, and programs	Aware	Knowledgeable to proficient	Proficient
Prepares and implements emergency response	Aware to knowledgeable	Knowledgeable to proficient	Proficient

plans			
Develops mechanisms to monitor and evaluate programs for their effectiveness and quality	Aware to knowledgeable	Proficient	Proficient



Domain #3: Communication Skills

Specific Competencies	Front Line Staff	Senior Level Staff	Supervisory and Management Staff
Communicates effectively both in writing and orally, or in other ways	Proficient	Proficient	Proficient
Solicits input from individuals and organizations	Knowledgeable to proficient	Proficient	Proficient
Advocates for public health programs and resources	Knowledgeable	Proficient	Proficient
Leads and participates in groups to address specific issues	Knowledgeable	Proficient	Proficient
Uses the media, advanced technologies, and community networks to communicate information	Aware to knowledgeable	Proficient	Proficient
Effectively presents accurate demographic, statistical, programmatic, and scientific information for professional and lay audiences	Knowledgeable	Proficient	Proficient
Attitudes			
Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives	Proficient	Proficient	Proficient

Domain #4: Cultural Competency Skills

Specific Competencies	Front Line Staff	Senior Level Staff	Supervisory and Management Staff
Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences	Proficient	Proficient	Proficient
Identifies the role of cultural, social, and behavioral factors in determining the delivery of public health services	Knowledgeable	Proficient	Proficient
Develops and adapts approaches to problems that take into account cultural differences	Proficient	Proficient	Proficient
Attitudes			
Understands the dynamic forces contributing to cultural diversity	Knowledgeable	Knowledgeable to proficient	Proficient
Understands the importance of a diverse public health workforce	Knowledgeable	Proficient	Proficient

Domain #5: Community

Dimensions of Practice Skills

Specific Competencies	Front Line Staff	Senior Level Staff	Supervisory and Management Staff
Establishes and maintains linkages with key stakeholders	Knowledgeable	Proficient	Proficient
Utilizes leadership, team building, negotiation, and conflict resolution skills to build community partnerships	Aware to proficient	Proficient	Proficient
Collaborates with community partners to promote the health of the population	Knowledgeable to proficient	Proficient	Proficient
Identifies how public and private organizations operate within a community	Knowledgeable	Proficient	Proficient
Accomplishes effective community engagements	Aware to knowledgeable	Proficient	Proficient
Identifies community assets and available resources	Knowledgeable to proficient	Proficient	Proficient
Develops, implements, and evaluates a community public health assessment	Knowledgeable	Proficient	Proficient
Describes the role of government in the delivery of community health services	Knowledgeable	Proficient	Proficient

Domain #6: Basic Public Health Sciences Skills

Specific Competencies	Front Line Staff	Senior Level Staff	Supervisory and Management Staff
Identifies the individual's and organization's responsibilities within the context of the Essential Public Health Services and core functions	Knowledgeable	Proficient	Proficient
Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services	Knowledgeable	Proficient	Proficient
Understands the historical development, structure, and interaction of public health and health care systems	Aware	Knowledgeable	Proficient
Identifies and applies basic research methods used in public health	Aware	Proficient	Proficient
Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries	Knowledgeable	Proficient	Proficient
Identifies and retrieves current relevant scientific evidence	Knowledgeable	Proficient	Proficient
Identifies the limitations of research and the	Knowledgeable	Proficient	Proficient

importance of observations and interrelationships			
Attitudes			
Develops a lifelong commitment to rigorous critical thinking	Knowledgeable to Proficient	Proficient	Proficient



Domain #7: Financial Planning and Management Skills

Specific Competencies	Front Line Staff	Senior Level Staff	Supervisory and Management Staff
Develops and presents a budget	Aware	Knowledgeable	Proficient
Manages programs within budget constraints	Aware	Knowledgeable to proficient	Proficient
Applies budget processes	Aware	Knowledgeable	Proficient
Develops strategies for determining budget priorities	Aware	Knowledgeable	Proficient
Monitors program performance	Aware to knowledgeable	Proficient	Proficient
Prepares proposals for funding from external sources	Aware	Proficient	Proficient
Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of conflicts	Aware to knowledgeable	Proficient	Proficient
Manages information systems for collection, retrieval, and use of data for decision-making	Aware	Knowledgeable to proficient	Proficient
Negotiates and develops contracts and other documents for the provision of population-based services	Aware	Knowledgeable	Proficient
Conducts cost-effectiveness, cost-benefit, and cost utility analyses	Aware	Knowledgeable	Proficient

Domain #8: Leadership and Systems Thinking Skills

Specific Competencies	Front Line Staff	Senior Level	Supervisory and
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		Staff	Management Staff
Creates a culture of ethical standards within organizations and communities	Knowledgeable to proficient	Proficient	Proficient
Helps create key values and shared vision and uses these principles to guide action	Aware to knowledgeable	Knowledgeable to proficient	Proficient
Identifies internal and external issues that may impact delivery of essential public health services (i.e. strategic planning)	Aware	Knowledgeable to proficient	Proficient
Facilitates collaboration with internal and external groups to ensure participation of key stakeholders	Aware	Knowledgeable to proficient	Proficient
Promotes team and organizational learning	Knowledgeable	Knowledgeable to proficient	Proficient
Contributes to development, implementation, and monitoring of organizational performance standards	Aware to knowledgeable	Knowledgeable to proficient	Proficient
Uses the legal and political system to effect change	Aware	Knowledgeable	Proficient
Applies the theory of organizational structures to professional practice	Aware	Knowledgeable	Proficient

