



# **Workforce Development Plan 2015 - 2019**

**A Healthy Pima County**  
Every one. Every where. Every day.



# Workforce Development Plan

## Table of Contents

3	Purpose & Introduction
4	Agency Profile
5	Pima County Health Department
8	Workforce Profile
10	Current Environment
11	PCHD Competencies & Education Requirements
14	PCHD Public Health Core Competencies
17	Determining Training Needs
18	Goals, Objectives & Implementation Plan
20	Curricula
21	Public Health Core Competencies
22	Organizational Competencies
23	Monitoring & Evaluation
24	Sustainability
25	Thank you and Acknowledgements
26	Appendix A - PCHD Organizational Chart
27	Appendix B - Board of Supervisors Policy D23.6
28	Appendix C - Core Competency Self-Assessment: Overview & Findings
46	Appendix D - Strategic Plan Quarterly Progress & Updates
49	Appendix E - Training Descriptions
52	Appendix F - 2015-2016 Training Schedule

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Approved this 27 day of January 2015

  
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Francisco García, MD, MPH, Director & Chief Medical Officer

# Purpose & Introduction

## Introduction

Workforce development and training constitute one part of Pima County Health Department's (PCHD) comprehensive strategy to further staff development and organizational goals. PCHD's workforce development program promotes a culture of learning and staff development across the department. The workforce development program seeks to enhance staff training and capacity for practicing quality improvement. Trainings are identified and developed to take advantage of opportunities and eliminate gaps in knowledge, skills, and professional development.

Strategic planning allowed PCHD to align its resources with the priorities of Healthy Pima, a comprehensive community health

assessment and improvement planning initiative. The health priorities identified were: healthy lifestyles, health literacy, access to care, and health equity. One of the goals of the Strategic Plan focuses specifically on workforce development.

Workforce development planning began with the formation of the Workforce Development Team, a group comprised of PCHD staff from varying job classifications and program areas representing each division of the department. The Director empowered the Workforce Development Team to provide operational leadership of workforce development efforts within the department.

This document provides the comprehensive workforce development plan for PCHD.



# Agency Profile

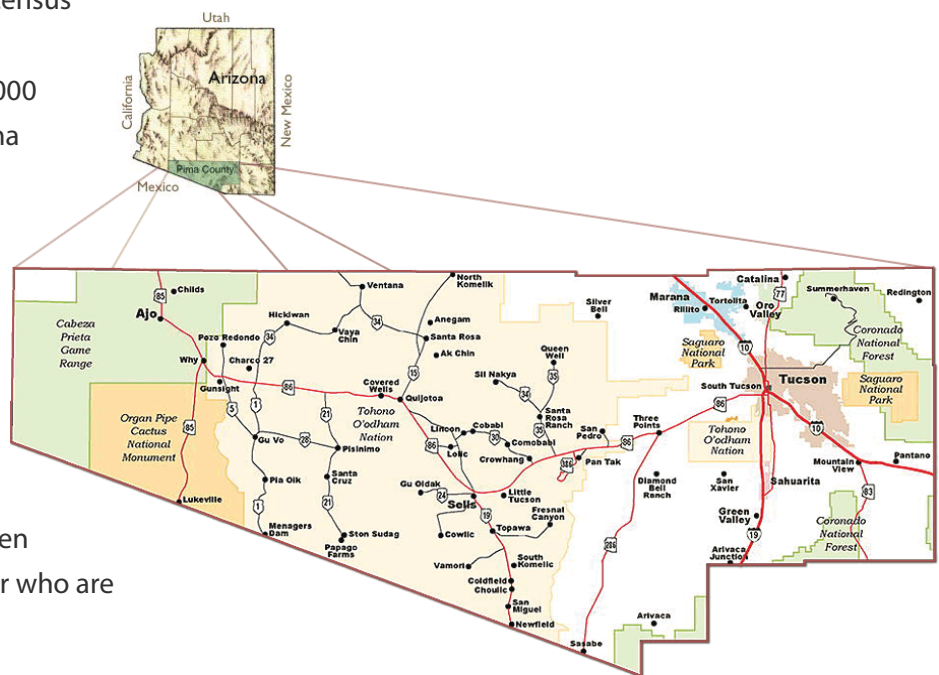
## Location and population served

Pima County, located in southern Arizona, covers 9,184 square miles and is home to approximately one million residents. It is adjacent to six Arizona counties and shares 132 miles of an international border with Mexico. The majority of residents live in the Tucson metropolitan area. Other population centers within Pima County include Green Valley, Marana, Oro Valley, Sahuarita, South Tucson, Vail, and the sparsely populated towns of Ajo and Sells, the capital of the Tohono O'odham Nation. The U.S. 2013 Census Bureau reports the population of Pima County to be just over 996,000 residents. The median age of Pima County residents is 37 years old.

## Governance

Pima County is governed by a five member Board of Supervisors who appoint a County Administrator and three Deputy County Administrators. The Health Department is overseen by a Director and Deputy Director who are

appointed by the County Administrator. The Board of Supervisors also appoint an eleven member Board of Health to serve as an advisory body to the Health Department and the Board of Supervisors. In this capacity, it recommends rules and regulations, reviews and advises on public health issues, and monitors department operations including the budget for the protection and preservation of public health.



# Pima County Health Department

## Vision

**A Healthy Pima County**  
Every **one**. Every **where**. Every **day**.

## Mission

*The mission of the Pima County Health Department is to ensure the health, safety, and well-being of our community through leadership, collaboration, and education.*



## Aspirational Tenets

### Client-focused

*We use our abilities and resources to address our clients' needs.*

*We treat the diverse populations we serve with compassion and respect.*

### Community-centered

*We identify emerging health issues and priorities in response to stakeholder feedback.*

*We reflect community values by providing strong leadership and developing collaborative partnerships.*

### Evidence-based

*Scientific knowledge is the foundation of our policies and programs.*

*Our decision-making is based on credible data grounded in the best available practices.*

### Integrated

*We recognize the complexity of our clients' lives and honor our responsibility to address their needs in a holistic fashion. Our programs, services, and community resources are seamlessly connected and accessible.*



## PCHD Organizational Structure

PCHD is organized into functional and administrative divisions. An organizational chart was developed to describe the administrative and program management structure (Appendix A). The divisions collaborate in developing, implementing and coordinating department services and activities.

## Funding

PCHD programs and services are funded through a variety of sources. In FY 2014-2015, PCHD's expenditure authority totaled \$31,808,945. In addition to Pima County General Fund support, PCHD sources of revenue are summarized in the following table.

REVENUE OBJECT	REVENUE DESCRIPTION
Licenses and Permits	Licenses and permits are required for businesses that must adhere to sanitation and health regulations mandated by state and federal statutes.
Intergovernmental	Intergovernmental revenues include grants for public health services and programs and are also derived from services provided to incorporated municipalities such as the City of Tucson.
Charges for Services	Charges for services include processing birth and death certificates, providing immunizations, animal care services and other health-related activities.
Fines and Forfeits	Fines and Forfeits include city court fines, animal control citations, and penalties for late licensing.
Miscellaneous	Miscellaneous revenues include donations, fee for copying services, fee for bad check collections, and stale dated warrants.



## Learning Culture

PCHD supports and promotes professional development for its staff. PCHD strives to be a learning organization where people continually expand their capacity to create a healthy community, where new and expansive patterns of thinking are nurtured and encouraged, where collective aspiration is set free, and where people are continually learning together. Trainings are available to all employees to maintain and enhance the quality of services provided and strengthen public health core competencies. PCHD's workforce development program enables staff to be creative, resourceful, and strategic in

finding solutions and collaborating with each other and community stakeholders to improve the health of Pima County residents.

## Workforce policies

Currently, there is a County Board of Supervisor Policy D 23.6 (APPENDIX B) in place to comply with the regulations applicable to the standards of a merit system of personnel administration as set forth by the Federal Office of Personnel Management and authorized in the Arizona Revised Statutes.

This policy outlines a variety of human resource approaches that are currently available to support training and development opportunities for all County employees.



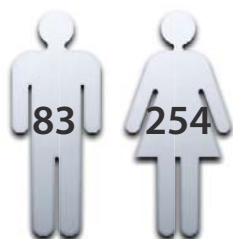
# Workforce Profile

This section describes PCHD's current workforce profile that helps the Workforce Development Team identify future workforce needs and training opportunities.

## Current workforce demographics

The table below summarizes the demographics of PCHD's current workforce. This table includes an analysis of total employees, gender, ethnicity, age and primary professional disciplines. This analysis enables us to better understand our workforce and helps the Workforce Development Team identify opportunities and strategies for implementation of trainings and continued staff development.

Total employees	337
Total full time equivalent reflects full- and part-time positions	369
Grant/contract funded	30%



### Age

20 - 30	26
30 - 39	59
40 - 49	75
50 - 59	88
More than 60	89

### Race\*

Hispanic	143
Asian	3
African American	16
Caucasian	173
More than one race	2

## Primary Professional Disciplines/Credentials:

Degree/Credential*	Frequency
Associate of Arts	25
Associate of Science	11
Bachelor of Arts	29
Bachelor of Science	86
Dr. of Veterinary Medicine	1
Master of Administration	8
Master of Business Admin.	4
Medical Doctor	3
Master of Education	3
Master of Public Admin.	3
Master of Public Health	9
Master of Science	12
Master of Social Work	2
Nurse Practitioner	3
Physician Assistant	2
Philosophy Doctorate	2
Registered Dietician	4
Registered Nurse	31
Certified Nurse Midwife	1
Registered Environmental Health Sciences /Registered Sanitarian	10
Other	49

\*Data Source: Workforce Development Survey

Front line staff	20%
Public health professionals	57%
Managers and supervisors	20%
Directors and senior leaders	3%
<hr/>	
Retention rate per 5 years	Approx. 50%
<hr/>	
Employees within 3 years or less from retirement:	
• Eligible now	37
• Over the next 3 years	28

### Future Workforce

Our future public health workforce will continue to be competent, focused, motivated and confident in public health practice. Through increased training and staff development, PCHD staff will better understand implementation and evaluation of evidence-based public health practices and

use innovative approaches to improve public health outcomes throughout the community.

PCHD is committed to a culture of learning and development, and creating those opportunities for all staff. Through implementation of this Plan, PCHD is committed to enabling staff to become a stronger public health workforce for this community.

PCHD continues to enhance efforts to adapt to the changing public health landscape by strengthening its ability to showcase a workforce that collaboratively improves policy, systems and environment to combat chronic disease and other public health concerns. PCHD's workforce continually builds its capacity to promote disease prevention practices throughout the community and adapt public health strategies based on the needs from our community and stakeholders.



## Current Environment

Assessing the current workforce environment is essential for the successful implementation of workforce development initiatives. The Workforce Development Team considered workforce trends, organizational structure and culture, department funding levels and community assets and collaborations that influence current and future workforce planning.

## Workforce Opportunities and Challenges

Several factors within PCHD may result in a loss of institutional knowledge and high demand of training resources. PCHD's retention rate is 50% over a five-year period and 37 employees are currently eligible for retirement, with 28 more becoming eligible in the next 3 years. Furthermore, PCHD has an aging workforce with 53% of employees over the age of 50, which may present a challenge in finding qualified applicants once these individuals retire.

Pima County has a centralized human resources department that works in conjunction with the PCHD Personnel Unit. County HR serves 6,000 employees and issues standardized policies and processes that provide a strong framework for PCHD workforce policies and procedures. While this structure frequently benefits PCHD, it can reduce PCHD's flexibility in designing and implementing initiatives that meet the specific needs of its public health employees.

Similar to national trends in public health funding, capacity in Pima County to offer professional growth opportunities for public health professionals has diminished. These trends encourage PCHD to adopt creative solutions and partnerships to achieve PCHD workforce goals and objectives. PCHD benefits from a strong working relationship with the University of Arizona. In addition, PCHD works closely with the Western Regional Public Health Training Center housed at the University of Arizona. This Training Center is part of the National Network of Public Health Institutes, an

organization dedicated to innovation, leveraging resources, and building partnerships across private and public sectors to improve public health. The Workforce Development Team partnered with the Training Center to develop PCHD's workforce competencies and continues to



leverage the Center's resources and expertise.

Finally, there is strong department leadership support and broad buy-in across all staffing positions for PCHD workforce initiatives. Staff development and employee recognition were identified very early in the department's strategic planning process as key priorities. Strategies to improve PCHD's workforce and culture have been incorporated into our Strategic Plan and as key indicators in the PCHD Performance Management Plan.

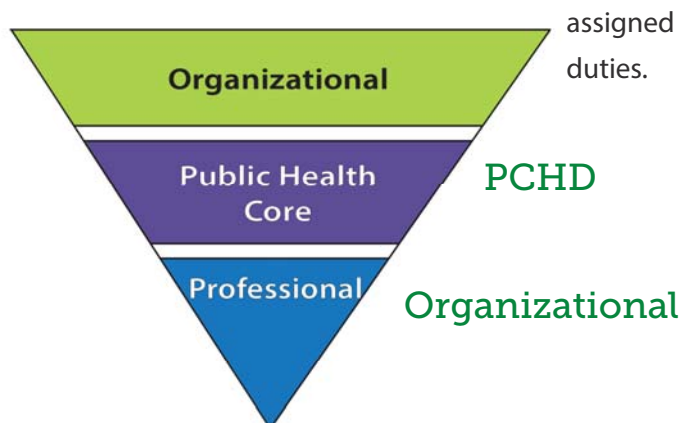
PCHD's Workforce Development Program strives to address these challenges and leverage available opportunities and resources.

## PCHD Competencies & Education Requirements

### PCHD Competency Framework

Quality public health delivery by local health departments requires a workforce with diverse knowledge, skills and abilities. PCHD uses a three-level competency framework to ensure staff have the tools to effectively perform all

assigned duties.



### PCHD Organizational Competencies

- » Communication
- » Cultural competency
- » Customer service
- » Leadership
- » Quality improvement
- » Staff recognition

### Pima County Human Resources & Departmental Required Trainings

- » Compliance and HIPAA
- » Defensive driving
- » Incident command and management
- » Operating policies and procedures
- » Procurement
- » Records management
- » Safety
- » Supervision and management
- » Timekeeping and payroll

### Competencies

Organizational competencies are priorities identified through PCHD's strategic planning process and work to achieve national public health accreditation. Additionally, personnel representatives from PCHD and the Pima County Human Resources Department have identified trainings that are required for all staff.

Organizational Competencies
Broad competencies that apply to all staff, including minimum expectations set for employees and other strategic competencies that align with organization's mission, vision and operational tenets
Public Health Core Competencies
Competencies necessary to perform public health duties, such as those identified by the Council on Linkages Core Competencies for the Public Health Workforce
Professional Competencies
Competencies determined by disciplines requiring licensures, certifications or specialized training



## PCHD Public Health Core Competencies

The Core Competencies for Public Health Professionals were developed by the Council on Linkages to identify skills important for public health organizations. They serve as a starting point for organizations to understand, assess, and meet training and workforce needs, and for individuals to identify topics for professional development.

The Council on Linkages designed three tiers based on staff roles and responsibilities to facilitate the application of public health core competencies within an organization. These different levels include: Tier 1 (entry level and public health professionals), Tier 2 (supervisors and managers), and Tier 3 (senior managers and CEOs).

The Workforce Development Team recognized that over 20% of staff held support level positions, which are not clearly represented in the standard Council on Linkages tiers and core competencies. To include these key front line positions the Workforce Development Team collaborated with the University of Arizona Western Regional Public Health



Training Center to adapt the Council on Linkages' core competencies to include a new tier and domain for support level positions. This process included reviewing the eight competency domains for relevance to support level positions and examining official County human resources job descriptions and department functional job descriptions to shape the language and content of a new tier and domain category. The Team built upon the work of the accreditation and strategic planning teams to demonstrate the value of adopting the modified public health core competencies to senior leadership. The core public health competencies and addition of the fourth tier served as a strong foundation

for a robust workforce development plan and program that is inclusive of all staff positions.

To create the new tier, competencies were added, modified and deleted from the public health professionals tier and a new domain was created for Tier 1. PCHD aligned department positions into the following adopted core competency tiers:

### **Tier 1. Front Line, Support Staff\***

- Administrative Specialist
- Administrative Support Specialist
- Office Support (I,II,III,IV)
- Public Health Aide

### **Tier 2. Public Health Professionals\***

- Animal Care Dispatcher
- Animal Care Field Officer
- Animal Care Tech
- Case Manager
- Clinical Dietician
- Communicable Disease Investigator (I,II,III)
- Community Nutrition Specialist
- Contracts Manager
- Dental Assistant
- Driver



- Environmental Health Specialist (I,II)
- Epidemiologist
- Health Educator (Sr.)
- LPN
- Medical Claims Examiner
- Program Coordinator
- Program Services Specialist
- Public Health Nurse
- Regulatory Compliance & Lab Supervisor
- Special Staff Assistant
- Supply Technicians

### **Tier 3. Managers and Supervisors**

- Animal Care Enforcement Supervisor
- Animal Care Shelter Supervisor
- Community Health Dietetic Services Coordinator
- Environmental Health Supervisor
- Nutritional Services Coordinator
- Patient Care Services (I,II,III)
- Physician
- Program Manager
- Purchasing/Warehouse Supervisor
- Veterinarian

### **Tier 4. Directors and Senior Leaders**

- Administrative Support Services Manager
- Administrative Services Manager
- Chief Medical Officer
- Deputy Director
- Director

\*Individuals with these job titles who supervise staff are considered to be in Tier 3.



# PCHD Public Health Core Competencies

Domain Name	Description of Core Competency Domain
Analysis and Assessment	<ul style="list-style-type: none"><li>• Describe and analyze health factors affecting the health of a community</li><li>• Determine necessary qualitative and quantitative data</li><li>• Apply ethical data principles</li><li>• Use information technology to manage data</li><li>• Evaluate the validity, reliability, comparability and completeness of data</li><li>• Use data to inform public health actions</li></ul>
Policy Development and Program Planning	<ul style="list-style-type: none"><li>• Develop and implement program and organizational goals and objectives through community health improvement and strategic planning</li><li>• Recommend strategies, policies and programs based on current and projected trends and feasibility thereof</li><li>• Evaluate and communicate the importance of public health policies and programs</li><li>• Use and assess integrated data and management systems to inform public health decisions</li></ul>
Communication	<ul style="list-style-type: none"><li>• Communicate public health information in a linguistically and culturally appropriate method</li><li>• Identify approaches for dissemination of public health data and information</li><li>• Communicate the roles of governmental public health and public health stakeholders as well as information to influence behavior and improve public health</li><li>• Gather input from and facilitate communication among individuals, groups, organizations and local government to improve community health</li></ul>
Cultural Competency	<ul style="list-style-type: none"><li>• Describe, recognize and support the diversity of populations and perspectives in a community and ways diversity can influence and support public health programs and policies</li><li>• Assess the effects of public health policies, programs and services to ensure the diversity of populations and perspectives is addressed</li><li>• Advocate for and demonstrate the value of a diverse public health workforce</li></ul>
Community Dimensions of Practice	<ul style="list-style-type: none"><li>• Describe and assess roles and responsibilities of governmental and non-governmental organizations in improving community health</li><li>• Identify, establish and maintain community relationships and collaboration to improve community health</li><li>• Engage community members and utilize community input to inform and improve public health actions</li><li>• Advocate for policies, programs and use of community assets and resources that improve community health</li></ul>

## Domain Name

## Description of Core Competency Domain

### Public Health Sciences

- Apply public health sciences to the delivery and management of public health services
- Retrieve, use and contribute to evidence-based findings to implement and improve public health policies, programs and services

### Financial Planning and Management

- Identify, explain and assess public health agencies' authority, operations and funding
- Adhere to and implement organizational policies and procedures
- Develop, justify and manage organizational budgets
- Use financial analysis methods, evaluation results and performance management systems to inform decision making in public health policies, programs and services
- Prepare funding proposals and negotiate contracts and agreements for the funding of public health services
- Organize and motivate personnel to achieve program and organizational goals

### Leadership and Systems Thinking

- Incorporate ethical standards of practice into all public health activities
- Describe and collaborate with the larger inter-related system and incorporate that understanding into public health activities
- Identify, analyze and address internal and external opportunities and barriers that impact the delivery of public health services
- Support and provide opportunities for professional development, and organizational change and improvement
- Advocate for the role of public health in providing population health services

### General Office Skills (Tier 1 only)

- Demonstrate ability to coordinate and prioritize activities and tasks
- Demonstrate ability to organize and coordinate meetings
- Maintain files, documentation, and inventory
- Understand manual and automated records management practices
- Operate office equipment effectively
- Comply with health department financial transaction policies and procedures

PCHD adopted a revised set of core competencies, which includes nine core competency domains.



## PCHD Professional Competencies

Multiple public health-related disciplines require specialized competencies and continuing education for ongoing licensing or practice. PCHD has a number of positions that require staff to have licensure, certifications or specialized training

to perform job duties. These positions and associated continuing education requirements are summarized in the table below.

Discipline	CEUs
Certified Breastfeeding Counselor (IBCLC)	75 CUs every 5 years (in the 10 <sup>th</sup> year take an exam)
Dental Hygienist	54 CUs / 3 years
Environmental Specialist	12 CUs / annually
Nurse Practitioner	75 hrs / 5 years
Community Nurse (PHN, RN)	75 hrs / 5 years (category 1)
Physician	75 hrs / 5 years (will change to 100 after 2016)
Physician Assistant	50 hrs / 2 years (category 1 and/or category 2)
Registered Dietician	75 CUs / 5 years
Veterinarian	20 CUs / 2 years





# Determining Training Needs

PCHD identified training needs through a department-wide tool that included a core competency self-assessment and a training preferences survey. Results from this assessment helped the PCHD Workforce Development Team determine staff skills, knowledge, interest, and workforce development opportunities.

PCHD staff were invited to participate in the PCHD Core Competency and Training Needs Self-Assessment the Spring of 2014. The purpose of this survey was to establish a baseline of core competencies and to assess staff preferences in training topic, format and delivery. PCHD had an 89% response rate, with 298 respondents of 334 total PCHD employees. All PCHD Divisions were represented among the respondents, with the majority (28%) working in Nutrition and Health Services. Of the respondents, 50% self-identified as Public Health Professionals, 29% as Support Staff, 18% as Managers/Supervisors and 3% as Directors/Senior Leaders. The complete survey results can be found in the *PCHD Training Preference Survey and Core Competency Self-Assessment: Overview and Findings*. (Appendix C ) The following table highlights results for staff confidence in public health core competencies by tier:

This assessment identified a need to tailor trainings by core competency	<b>Strongest Competency</b>	<b>Tier 1</b> 1. Cultural Competency 2. Analysis & Assessment 3. General Office Skills	<b>Tier 2</b> 1. Cultural Competency 2. Communication 3. Community Dimensions of Practice	<b>Tier 3</b> 1. Cultural Competency 2. Leadership & Systems Thinking 3. Communication	<b>Tier 4</b> 1. Communication 2. Financial Planning & Management 3. Leadership & Systems Thinking
	<b>Weakest Competency</b>	1. Community Dimensions of Practice 2. Policy Development / Program Planning 3. Public Health Sciences	1. Financial Planning and Management 2. Public Health Sciences 3. Analysis and Assessment	1. Public Health Sciences 2. Financial Planning & Management 3. Analysis & Assessment	1. Analysis & Assessment 2. Policy Development / Program Planning 3. Public Health Sciences

and tier to most effectively support staff development.

## Identifying Training Needs and Resources

The Workforce Development Team used the results of this assessment to identify training needs and resources. In addition to the trainings mandated by Pima County Human Resources and the PCHD Compliance Office, the Workforce Development Team identified several key training areas that would enhance organizational competencies. The Department-wide priorities and opportunities identified were communication, cultural competency, quality improvement, customer service, leadership and staff recognition. These subjects were incorporated into PCHD's training curricula and schedule.

A variety of training sources and formats was considered by the Workforce Development Team to facilitate that a comprehensive set of trainings were available to all staff. The Team reviewed in-house training resources, online trainings from reputable sources, and trainings available through our local, state, and national partners.

# Goals, Objectives & Implementation Plan

Workforce Development in PCHD is guided by Goal 4 of our department strategic plan, which describes our training goals and workforce development activities. Goal 4 of the department strategic plan identified four objectives and associated strategies to further PCHD's learning culture.

**Goal 4:** Reinforce a public health workforce that is prepared and knowledgeable

## Objective 1

By 2019, establish a baseline of PCHD staff performance in public health core competencies as measured by the Arizona Public Health Training Center's Public Health Core Competencies Self-Assessment and Training Preferences Survey

Strategy: Develop a competent PCHD workforce

## Objective 2

By 2019, establish a baseline of reported positive work environment and culture within PCHD

Strategy: Foster positive PCHD culture by routinely listening and proactively addressing employee concerns

## Objective 3

By 2019, 100% of PCHD managers and staff will demonstrate fiscal responsibility and

awareness to stakeholders

Strategy: Provide budget management trainings and resources to program and division managers

## Objective 4

By 2019, establish a baseline of the number of interns, volunteers and other trainees within PCHD

Strategy: Implement a department level volunteer and internship program

Each year, specific activities with expected outcomes, completion dates, and responsible persons to lead these activities are determined. These activities are outlined in an annual work plan (Appendix D).



## Roles and Responsibilities

Workforce development efforts are guided by the Workforce Development Team and the core functions are to:

- establish the training curriculum and schedule,
- review and update the work plan annually,
- provide guidance, mentoring and coaching opportunities to managers, supervisors and PCHD staff throughout the implementation process, and
- promote a culture of learning within the department.

Senior leadership and the Workforce Development Team ensure all program managers and supervisors have the proper tools and knowledge to facilitate participation in the Workforce Development program.

Program managers and supervisors are responsible for orienting their staff to the program, this Plan, our department Strategic Plan, and all available resources.

PCHD Staff is responsible for understanding the Workforce Development curriculum and what trainings are available and which are mandatory for their respective Tiers. PCHD Managers and Supervisors will work with employees to enhance personal development goals with associated trainings available through the Workforce Development Program.

Pima County Human Resources works to ensure each employee participates in Pima

County required trainings. Pima County HR supports employee growth and development and helps enhance a healthy work environment.

Pima County Board of Supervisors approves appropriate levels of funding to support workforce development activities. PCHD's Director is responsible to the Board of Supervisors and County Administration for effective implementation of workforce initiatives including priority setting and establishment of goals and objectives.

## Communication Plan

PCHD provides timely information about the Workforce Development Program, and its shared vision of a culture of learning and staff development. Moving this culture forward relies heavily on systematic sharing of





information and knowledge, and discussing lessons learned.

We use existing strategies outlined in our department communications plan to communicate our workforce development efforts, such as training opportunities, training and development resources and training outcomes. Regular formal and informal communication supports buy-in at all levels of PCHD, enhancing the culture of learning and achievement of strategic priorities.

There are many avenues we use to communicate information to our staff, stakeholders, and the community. This multi-faceted approach involves meetings and presentations, trainings and workshops, newsletters, email, and memos and social media. Through these avenues we:

- Promote Workforce Development opportunities and resources
- Share updates on Workforce Development efforts
- Provide linkages between performance management, quality improvement, strategic planning, the Healthy Pima initiative, public health accreditation, and workforce development
- Share successes and lessons learned
- Recognize staff contributions to Workforce Development efforts

## Curricula

PCHD strives to be a high performing health department that promotes training to improve the quality of our programs and services. Senior leadership and the Workforce Development Team reviewed results from the assessments as well as other requirements and competencies to identify appropriate training opportunities for staff. All training opportunities, materials, and resources are coordinated by the PCHD's Workforce Development Team, and are tied to our department strategic plan.

Training opportunities are created to meet identified needs and enhance the quality of staff knowledge, skills, and practices within the department. To assure a robust workforce development training program, a variety of opportunities is available to staff, including workshops developed in-house; coaching facilitated through the Workforce Development; online trainings from reputable sources; and trainings offered by our local, state, and national partners.

The following table shows the trainings provided as part of the PCHD Workforce Development Program and how they align with the public health core competencies. The list that identifies who should participate, the level of the training, delivery method, and the purpose of the training can be found in Appendix E.

A schedule for these trainings is provided in Appendix F. Regardless of the stated frequency, all trainings are available as a refresher course.

# Public Health Core Competencies

Training Titles	Analysis & Assessment	Policy Development & Program Planning	Communication	Cultural Competency	Community Dimensions of Practice	Public Health Sciences	Financial Planning and Management	Leadership and Systems Thinking	General Office Skills (Tier 1 Only)
Basic Concepts in Data Analysis Series: Analysis & Interpretation of Public Health Data 1	x								
Basic Concepts in Data Analysis Series: Analysis and Interpretation of Public Health Data 2	x								
Basic Concepts in Data Analysis Series: Overview of Public Health Data	x								
Communication 101			x	x	x			x	
Community Engagement			x		x				
Customer Service			x		x				
Emotional Intelligence								x	
Engaging with Media			x	x	x			x	
Encouraging the Heart			x					x	
Everest- Creating Greatness			x					x	
Evidence-based Policy and Practice	x	x		x		x			
Meeting Facilitation			x					x	
National Incident Management System (NIMS) IS-100b					x				
National Incident Management System (NIMS) IS-200b					x				
National Incident Management System (NIMS) IS-700a					x				
Office Programs									x
PCHD Employee Recognition: A Guide to Appreciating and Recognizing Staff								x	
PCHD Employee Recognition: Motivating Your Employees: Rewards & Recognition								x	
PCHD New Employee Orientation			x	x				x	
Performance Management	x	x			x				
Pima County Pima Core							x		
Pima County Management Core Series: Family and Medical Leave Act (FMLA), Fair Labor Standards Act (FLSA), Americans with Disabilities Act (ADA)			x	x				x	
Pima County Management Core Series: Harassment Prevention			x	x				x	
Program Budgeting		x					x		
Public Health in Action					x	x			
Quality Improvement	x	x			x				
Return on Investment	x	x					x		
Searching & Summarizing Scientific Literature	x	x				x			
Taking Charge of Change			x					x	
Tearing Down Walls			x	x				x	
The Uh-Oh Syndrome			x	x				x	
Village of 100				x				x	

# Organizational Competencies

Training Titles	Communication	Cultural Competency	Customer Service	Leadership	Quality Improvement	Staff Recognition	Pima County Required Training
Communication 101	x	x	x				
Community Engagement	x		x				
Customer Service	x	x	x		x		
Emotional Intelligence	x		x	x		x	
Engaging with Media	x	x	x				
Encouraging the Heart	x		x	x		x	
Everest- Creating Greatness	x		x	x		x	
Evidence-based Policy and Practice		x					
Meeting Facilitation	x						
National Incident Management System (NIMS) IS-100b							x
National Incident Management System (NIMS) IS-200b							x
National Incident Management System (NIMS) IS-700a							x
PCHD Corporate Compliance, Health Insurance Portability and Accountability Act (HIPAA)							x
PCHD Employee Recognition: A Guide to Appreciating and Recognizing Staff				x		x	
PCHD Employee Recognition: Motivating Your Employees: Rewards & Recognition				x		x	
PCHD New Employee Orientation	x	x			x		
PCHD Safety							x
Performance Management	x				x		
Pima County Defensive Driving							x
Pima County Management Core Series: Family and Medical Leave Act (FMLA), Fair Labor Standards Act (FLSA), Americans with Disabilities Act (ADA)		x		x			x
Pima County Management Core Series: Harassment Prevention		x		x			x
Pima County Management Core Series: Introduction to Rules and Policies				x			x
Pima County Management Core Series: Performance Management				x			x
Pima County Management Core Series: Positive & Progressive Discipline				x			x
Pima County Management Core Series: Workplace Violence, Workplace Bullying, Workplace Ethics		x		x			x
Pima County Orientation							x
Pima County Pima Core							x
Pima County Records Management							x
Quality Improvement			x		x		
Taking Charge of Change	x			x			
Tearing Down Walls	x	x		x			
The Uh-Oh Syndrome	x	x		x			
Village of 100	x	x		x			

# Monitoring & Evaluation

Monitoring and evaluation of the Workforce Development Program allows PCHD staff to identify “how well we are doing” in developing our workforce to provide quality public health service. It allows us to track and report on the strength and improvement of our workforce to County leadership, the community and stakeholders and its impact on public health service delivery within the community.

There are a number of methods to consider when evaluating the implementation and success of the Workforce Development Program. PCHD has chosen the Kirkpatrick Model (ASTHO) to help evaluate the effectiveness of the Workforce Development Plan and Program. The framework for this analysis includes four levels for evaluation:

## Level 1 Reaction:

*To what degree do participants react favorably to the training?*

## Level 2 Knowledge:

*To what degree do participants acquire the intended knowledge, skills, attitudes, confidence, and commitment based on their participation in a training event?*

## Level 3 Behavior:

*To what degree do participants apply what they learned during training when they are back within their job?*

## Level 4 Results:

*To what degree do targeted outcomes occur as a result of the training event and subsequent reinforcement?*

PCHD Workforce Development Team will be responsible for the oversight, monitoring and evaluation of the program. To effectively monitor and evaluate the Workforce Development Program, the team will conduct post-training evaluations as well as a quarterly survey of staff on the effectiveness of trainings relative to the Kirkpatrick Model levels. Managers and supervisors will also incorporate evaluation of competencies into each employee’s annual performance review.

On a quarterly basis, the Workforce Development Team will address any emerging issues, assure all trainings are available to respective tiers and competencies, identify new training opportunities and seminar topics, monitor the effectiveness of trainings pertinent to PCHD job duties, and document progress toward workforce development goals and objectives.

The PCHD Personnel Unit will be in charge of tracking participation and summarizing evaluation results and providing them to the Workforce Development Team. It is the responsibility of managers and supervisors to ensure staff attends required trainings.

# Sustainability

A well-prepared workforce is the foundation for achieving PCHD's mission and strategic direction. As such, PCHD has aligned its strategic planning and workforce development efforts. Workforce development, quality improvement and performance management are tied directly to strategies and activities in our Strategic Plan.

The Workforce Development Team reviews, evaluates, and revises this Plan as necessary on an annual basis to ensure we are appropriately developing our workforce to meet PCHD's mission, goals and objectives. Senior leadership reviews all revisions and the Health Director provides final approval.

The purpose of evaluating our Plan is to ensure high-level performance across the department and to further support development and sustainability of a strong workforce within

PCHD. In general, the evaluation of our Plan is comprised of three questions:

1. Is the Plan being implemented as designed and working well?
2. How can the Plan be improved?
3. What is the impact of the Plan?

The Workforce Development Team prepares an annual update to highlight all PCHD workforce development efforts and findings. The report is reviewed by senior leadership, Board of Health, and Board of Supervisors.

We have great senior leadership support and Workforce Development Team members committed to developing and supporting the growth of our already diverse and talented staff. Using this Plan, we are excited to move the process forward, providing our staff the tools and resources needed to create *a healthy Pima County for every one, every where, every day.*



# Thank you & Acknowledgements

We express sincere appreciation to our senior leadership and PCHD staff who participated in the development of our Workforce Development Plan for their invaluable insight, expertise, and commitment to a culture of learning and development.

## Workforce Development Team

Alan Bergen, Senior Program Manager, Strategic Integration Team  
Ana Basurto, Contracts and Grants Manager, Business Operations  
Anissa Taylor, Epidemiologist, Epidemiology  
Audrey Rogers, Program Coordinator, Community Health Assurance  
Gladys Lopez, Administrative Services Manager, Personnel Unit  
Jazmin Villavicencio, Sr. Health Educator, Community Health Assurance  
Jodi McCloskey, Special Staff Assistant, Strategic Integration Team  
Kelli Stephens, Sr. Special Staff Assistant, Personnel Unit  
Kerry Carlson, LPN, Correctional Health & Clinical Training  
Kristin Barney, Division Leader, Pima Animal Care Center  
Marcy Flanagan, Deputy Director  
Paula Mandel, Nurse Manager, Public Health Nursing  
Sarah Davis, Special Staff Assistant, Strategic Integration Team  
Sharon Browning, Program Manager, Strategic Integration Team  
Sherrie Jameson, Dietetic Services Coordinator, Community Health Assurance  
Sylvia Escobar, Special Staff Assistant, Clinical Consultation Team



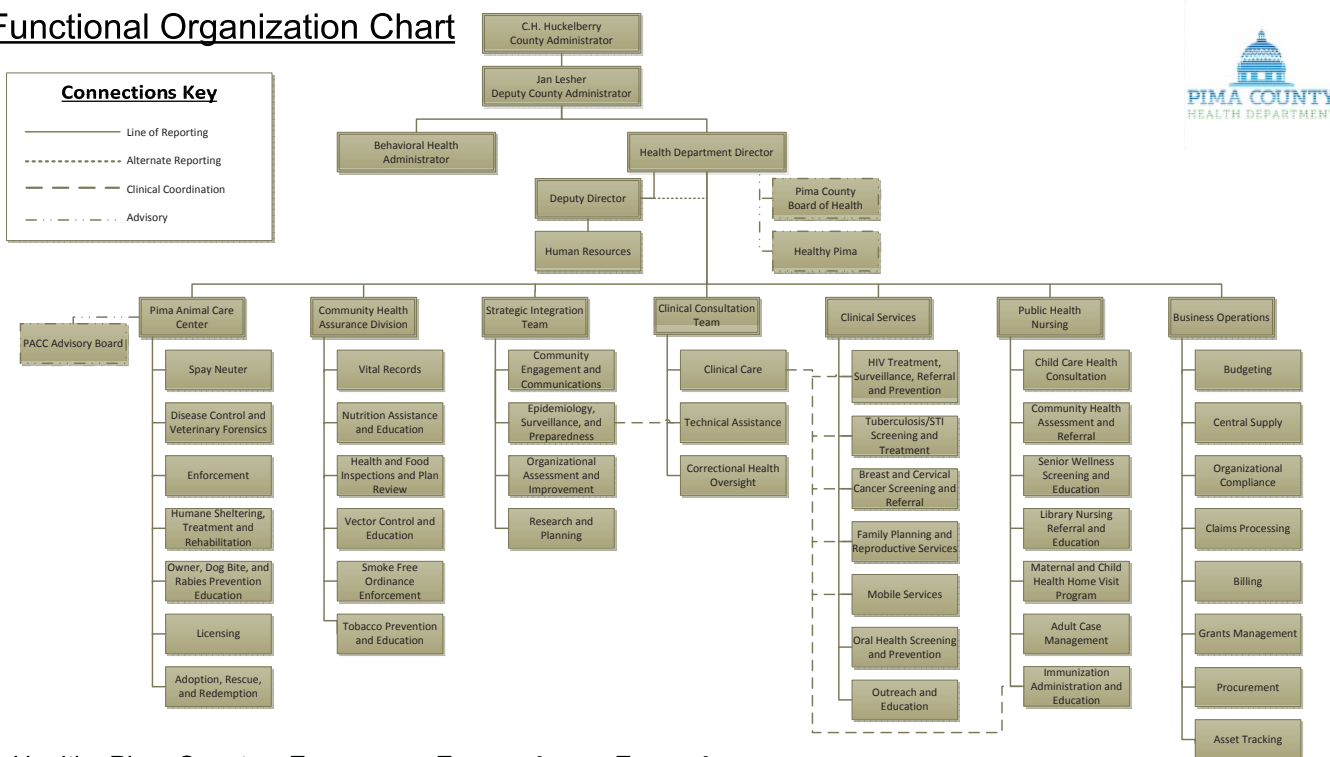
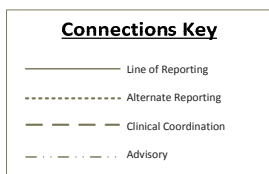
## PCHD Senior Leadership

Francisco Garcia, MD, Director & Chief Medical Officer  
Marcy Flanagan, Deputy Director  
Kristin Barney, Division Leader, Pima Animal Care Center  
Garrett Hancock, Division Leader, Business Operations  
Kim Janes, Division Leader, Community Health Assurance  
Gladys Lopez, Administrative Services Manager, Personnel Unit  
Kathy Malkin, Division Leader, Public Health Nursing  
Shauna McIsaac, Deputy Medical Officer  
Louie Valenzuela, Division Leader, Strategic Integration Team  
Anne Walker, Division Leader, Clinical Services



# Appendix A - PCHD Organizational Chart

## Functional Organization Chart



A Healthy Pima County ■ Every one. Every where. Every day.

June 2015

# Appendix B - Board of Supervisors Policy D23.6



## PIMA COUNTY, ARIZONA BOARD OF SUPERVISORS POLICY

### Subject:

**PERSONNEL ADMINISTRATION - CLASSIFIED SERVICE –  
ESSENTIAL TRAINING**

### **Policy Number**

D 23.6

### **Page**

1 of 1

### **PURPOSE**

The purpose of this policy is to comply with the regulations applicable to the standards for a merit system of personnel administration as set forth by the Federal Office of Personnel Management and authorized in the Arizona Revised Statutes.

### **BACKGROUND**

A variety of human resource approaches are currently available to support training and development opportunities for all County employees. Among these are:

1. In-house training programs designed to introduce or enhance necessary job-related skills (i.e., management and supervisory training, employee workshops and computer training);
2. The Educational Reimbursement Program available to assist those individuals seeking technical/professional certification or academic pursuits, when funding is available;
3. Departmental financial support for attendance at job-related seminars and conferences;
4. The Trainee Program designed to assist departments with hard-to-fill positions or employees desiring upward movement;
5. The New Employee Orientation Program designed to enhance employee awareness about Pima County --- its services, programs, policies and rules, benefits, employee organizations, etc.;
6. Internal promotion opportunities as seen through County-only announcements and policies related to the employee application process; and
7. Other related approaches such as cross-training, job enrichment and informal mentor relationship opportunities with departments.

### **POLICY**

It is the policy of the Board of Supervisors that:

Appropriate training opportunities will be available to employees commensurate with the needs of the County, service to the public, and available funding.

Effective Date: October 30, 1990  
Revised Date: July 7, 2009

# Appendix C - Core Competency Self-Assessment: Overview & Findings



## Pima County Health Department Training Preferences Survey and Core Competency Self-assessment: Overview of Findings

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August 16, 2014

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## Table of Contents

Introduction.....	2
Background .....	2
Methodology .....	3
Survey 1: Training Preferences Survey .....	3
Survey 2: Public Health Core Competency Self-assessment.....	3
Confidentiality and Use of Results .....	4
Survey Administration .....	4
Survey Analysis and Reporting .....	5
Survey Findings .....	5
Characteristics of the Pima County Health Department Sample .....	5
Core Competency Self- assessment Findings.....	7
Core Competency Domain Findings by Tier .....	8
Tier 1: Support Staff.....	9
Tier 2: Public Health Professionals .....	10
Tier 3: Managers and Supervisors .....	11
Training Preferences Survey Findings .....	12
Top Twenty Training Topics for Pima County.....	12
Computer Topic Preferences.....	14
Training Format Preferences.....	16
Conclusions.....	18
Appendix A: Training Preferences Survey and Core Competency Self Assessment.....	19

## Introduction

This report summarizes the responses received from Pima County Health Department (PCHD) staff to the Arizona Public Health Training Center's (AzPHTC) Public Health Training Preferences Survey and Core Competency Self-assessment. This report provides a background discussion of the survey's purpose followed by a brief summary of the methodology used to develop, implement and analyze the survey. Findings from both surveys are then provided followed by conclusions.

## Background

Identifying the training needs of the public health workforce is essential for several reasons. One reason to provide training is because the public health setting is changing at a rapid pace and the workforce needs to keep abreast of current methods used to safeguard communities. Furthermore, many professionals in the public health workforce were not formally trained to work in this sector and they need a way to better utilize their knowledge and skills to support their agency's activities. Another reason is that over the next several years, the public health workforce will have a large turnover due to retirements and continuing education opportunities need to be consistently present for those entering this field.

A common framework for continuing education is to address public health based competencies that are based on the "Council on Linkages between Academia and Public Health Practice's Core Competencies for Public Health Professionals" (<http://www.phf.org/programs/corecompetencies>), from here on referred to as the core competencies. The core competencies represent a set of skills desirable for the broad practice of public health that professionals need to possess as they work to protect and improve the nation's health. The core competencies are designed to serve as a starting point for academic and practice organizations to understand, assess, and meet training and workforce needs. The Public Health Foundation created three Core Competency Assessments designed for public health professionals at three different levels: Tier 1 (entry level), Tier 2 (supervisors and managers), and Tier 3 (senior managers and CEOs). The partners involved in the collaboration for this needs assessment developed an additional set of variables for a new Tier designed for support staff. The support staff tier is the 'new Tier I'. For the purposes of this needs assessment the existing tiers are labeled as Tier II, III, IV respectively. Results from the Core Competency Self-assessment discussed in the current report will help the AzPHTC and the PCHD identify training needs based on the core competencies.

Another application of the core competencies is in the process of public health department accreditation. The Public Health Accreditation Board (PHAB) defines public health department accreditation as "the development of a set of standards, a process to measure health department performance against those standards, and reward or recognition for those health departments who meet the standards" (<http://www.phaboard.org/accreditation-overview/what-is-accreditation/>). PHAB developed Standards and Measures to use in the process for accreditation. One standard in particular relates to the survey discussed in this report. Measure 8.2.1 states that public health departments should "maintain, implement and assess the health department workforce development plan that addresses the training needs of the staff and the development of core



competencies. The purpose of this measure is to assess the health department's planning for employee training, implementation of those plans, and the development of core competencies" (<http://www.phaboard.org/wp-content/uploads/PHAB-Standards-and-Measures-Version-1.0.pdf>). Again, results from the Core Competency Self-assessment discussed in the current report will help the PCHD identify a baseline for the development of core competencies to be used in a workforce development plan required for an application of public health department accreditation.

In addition to assessing core competencies, assessing staff training preferences for training topics, format and delivery is an important component to developing and delivering useful trainings. As such, the PCHD staff were also asked to respond to the Training Preferences Survey, which assesses training preferences from both a staff and supervisors perspective.

## Methodology

The following section of the report provides a description of both surveys completed by the PCHD staff, the survey implementation process and the analysis and reporting process. All PCHD staff were invited to participate in a web-based survey during the spring of 2014. DatStat Illume was used to administer the survey electronically to participants. The survey, providing a description and instructions to respondents can be found in Appendix A. At the beginning of the survey all respondents were asked questions about their worksite, their educational background and their job description. Based on the job description they selected, they were routed to one of three Core Competency Self-assessments, following completion of the Training Preferences portion of the survey. Description of both surveys follows.

### Survey 1: Training Preferences Survey

The Training Preferences Survey was developed by the AzPHTC to assess preferences in training topic, format and delivery. For the current administration, the AzPHTC worked with the PCHD, to ensure an encompassing list of training topics. Respondents were asked to indicate which of many topics they would be personally interested in and which were important to their job. In addition, anyone who indicated they had a supervisory role (through their selection of job description) was also asked to indicate which of the topics were important to their staff. Once participants had completed the Training Preferences Survey, those that selected "support staff" as their job description, were thanked for their participation and their survey was complete. Those that selected another job type were routed to the appropriate Core Competency Self-assessment. This survey is described next.

### Survey 2: Public Health Core Competency Self-assessment

As mentioned previously, the Public Health Foundation (PHF) created three core competency assessments based on tier, and made these surveys available for individual and organizational use on their website. The Kentucky Department of Public Health, in collaboration with the University of Kentucky and the Kentucky Public Health Training Center, undertook a process to



pilot the PHF surveys with Kentucky health department staff. This multi-stage process led to changes in item wording and response options of each of the core competency assessments resulting in the Kentucky Appalachia Public Health Training Center Statewide Public Health Workforce Competencies Assessment. With permission from the Kentucky Department of Public Health, the AzPHTC utilized this assessment, largely unchanged, as a core competency self-assessment for Arizona health department staff. This self-assessment asked respondents to rate their level of knowledge or skill regarding a number of items within eight Public Health Core Competency Domains.

The current web-based administration of the Core Competency Self-assessment displayed one of three assessments to the respondent based on the job description (Tier) they self-selected at the beginning of the survey. Respondents were then taken through eight pages, with items presented within each of the eight domains. Responses were required to each of these items. Following each domain, the respondent was presented with a new web-page that included their score for that domain, from 1= None/Very Little to 5=Expert. Once the respondents had answered items for all eight domains, they were presented with an additional summary page of their scores and a print option so that they could preserve this summary for their own use.

### Confidentiality and Use of Results

The combined findings of both surveys are being provided to PCHD to be used to identify professional growth opportunities for staff and develop new training opportunities appropriate to the public health workforce. All findings are being reported in the aggregate (grouped together) and no individual responses will be reported. Participants were informed that any information they provide was voluntary and strictly confidential and would not be used for rating job performance. The PCHD will also be provided with a de-identified data set of survey responses.

### Survey Administration

The following summarizes the activities and timeline of the PCHD survey administration.

- 1) Survey launch: On March 25<sup>th</sup>, 2014, PCHD staff were emailed an invitation to complete the survey from the PCHD leadership team containing a link to the web-based survey.
- 2) The PCHD Director sent follow-up reminder emails alerting personnel to complete survey.
- 3) Respondents were asked to complete the survey in the launch email by April 18, 2014 and in the follow-up email by May 2, 2014.
- 4) The survey was closed and no longer accessible at the end of the day on May 2, 2014.

AzPHTC staff was in weekly contact with the PCHD staff providing updates on completion and survey progress, and to answer any survey questions as they arose.

The most common degrees held by respondents included BS, AA, BA and RN degrees. Responses to “Other” included “none”, “high school diploma”, “some college but no degree” and various certifications or other degrees. Sixty-two respondents also listed additional credentials in response to another question on the survey, such as CBC, IBCLC, CHES, CCHC and others.

Degree	Frequency	Percent
AA	25	8.38%
AS	11	3.69%
BA	29	9.73%
BS	86	28.85%
DrPH	0	.00%
DVM	1	.34%
MA	8	2.68%
MBA	4	1.34%
MD	3	1.01%
M Ed	3	1.01%
MHA	0	.00%
MHS	0	.00%
MPA	3	1.01%
MPH	9	3.02%
MPP	0	.00%
MS	12	4.02%
MSW	2	.67%
NP	3	1.01%
PA	2	.67%
PharmD	0	.00%
PhD	2	.67%
RD	4	1.34%
RN	31	10.40%
CNM	1	.34%
REHS/RS	10	3.36%
Other	49	16.44%

Respondents to the survey most commonly identified themselves as Public Health Professionals (n=148), followed by Support Staff (n=85), Managers and Supervisors (n=56) and Directors and Senior Leaders (n=9). An accurate outline of each category is illustrated in the following table.

PCHD Job Description	Frequency	Percent
<b>Support Staff:</b> Front line staff including receptionists, call-center and support staff who interact with the public but who do not provide public health programming or services. Responsibilities may include referring callers to appropriate services or departments and scheduling or checking in clients for appointments. Example: OSL, Admin. Support	85	28.52
<b>Public Health Professionals:</b> Individuals who carry out the day-to-day tasks of public health organizations and are not in management positions. Responsibilities of these public health professionals may include basic data collection and analysis, fieldwork, program planning, outreach activities, programmatic support, and other organizational tasks.	148	49.66
<b>Managers and Supervisors:</b> Individuals with program management and/or supervisory responsibilities. Other responsibilities may include: program development, program implementation, program evaluation, establishing and maintaining community relations, managing timelines and work plans, presenting arguments and recommendations on policy issues etc.	56	18.79
<b>Directors and Senior Leaders:</b> Individuals at a senior/management level and leaders of public health organizations. In general, an individual who is responsible for the major programs or functions of an organization, setting a strategy and vision for the organization, and/or building the organization's culture.	9	3.03
Total	298	100

### Core Competency Self-assessment Findings

The next section of the report will present findings from the Core Competency Self-assessment. The table below summarizes the mean scores for each core competency domain by respondents' job description or Tier (Tier 1 = Support Staff, Tier 2 = Public Health Professionals, Tier 3 = Managers and Supervisors, Tier 4 = Directors and Senior Leaders). The rating scale is shown below the table, with a score of three indicating a rating of "Competent". The number next to each mean is the rank of that mean. For example, the ranks for Public Health (PH) Professionals (Tier 1) are ordered from 1 to 8 as rows descend, with the first row and rank #1 indicating the highest mean score. The exception to this is the Tier I column. Tier I individuals answered additional questions based on a developed category entitled "Office Skills". The rankings for this category is numbered from 1 to 9.

Core Competency Domain	Tier 1			Tier 2			Tier 3			Tier 4		
	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Cultural Competency	91	3.60 (1)	0.93	160	3.26 (1)	0.86	64	3.00 (1)	0.97	8	3.60 (4)	0.67
Communication	96	3.20 (4)	0.82	157	3.10 (2)	0.87	65	2.92 (3)	0.81	9	3.78 (1)	0.77
Community Dimensions of Practice	93	2.20 (9)	0.73	162	2.85 (3)	0.83	64	2.80 (4)	0.98	8	3.46 (5)	0.99
Leadership and Systems Thinking	89	3.14 (6)	0.82	152	2.71 (4)	0.94	61	2.95 (2)	0.92	7	3.61 (3)	0.71
Analysis and Assessment	90	3.49 (2)	0.83	153	2.62 (6)	0.95	62	2.49 (6)	0.94	7	3.21 (8)	0.81
Policy Development/Program Planning	91	2.91 (8)	0.96	156	2.70 (5)	0.85	64	2.73 (5)	0.90	8	3.33 (7)	0.81
Financial Planning and Management	90	3.19 (5)	0.90	152	2.32 (8)	0.86	61	2.41 (7)	0.93	7	3.65 (2)	0.92
Public Health Sciences	90	3.00 (7)	0.97	154	2.41 (7)	0.88	63	2.37 (8)	0.95	8	3.34 (6)	0.86
General Office Skills (Tier I Only)	89	3.40 (3)	0.90	--	--	--	--	--	--	--	--	--

1-None/Very Little 2-Beginner/Aware **3-Competent** 4-Proficient 5-Expert

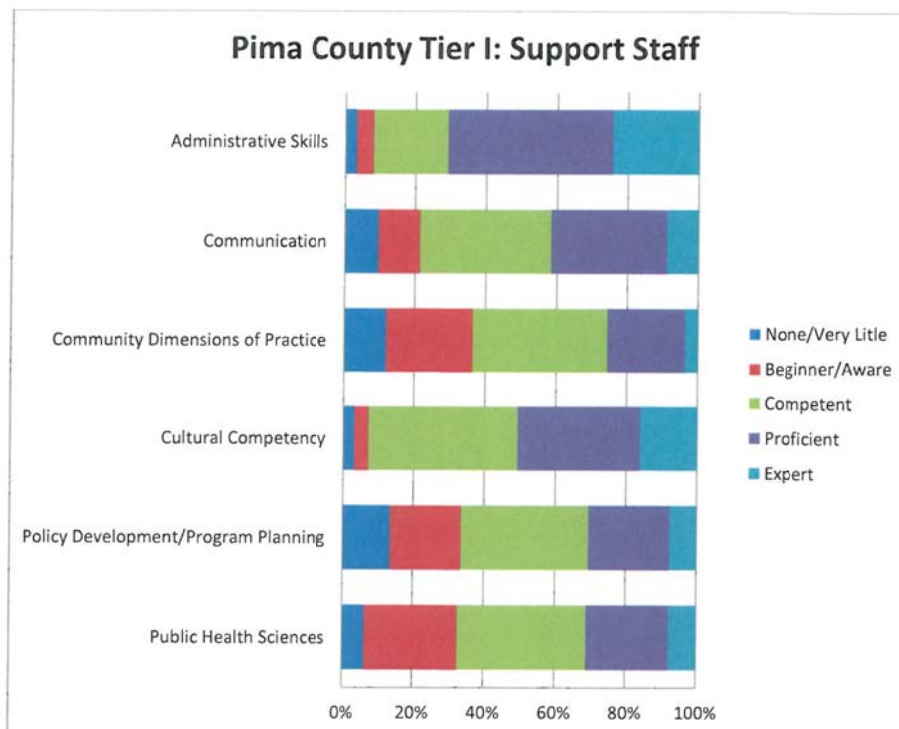
The core competency domains with the highest average scores were common among three of the four Tiers. Tiers 1, 2 and 3 reported the Cultural Competency category as the top ranked competency. However this category was ranked fourth for Tier 4 staff. The ranks of most other domains differed across all three Tiers. The domain with the lowest overall average score was "Financial Planning and Management" for Tier 2, with a value of 2.32.

### Core Competency Domain Findings by Tier

In the next section, the percentage of respondents rating themselves as "None/Very Little" thru "Expert" for each core competency domain, by Tier, will be displayed. Only Tiers with more than 15 respondents will be presented (which excludes Tier 4).

### Tier 1: Support Staff

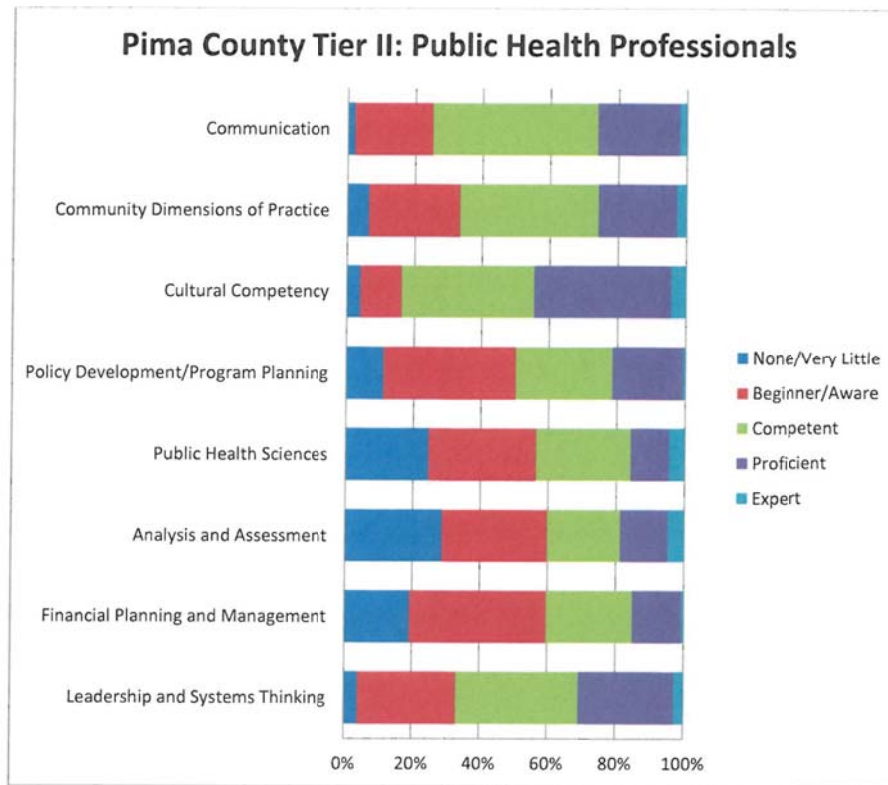
More than half of Public Health Professionals rated themselves as “competent” or higher for the six domains Communication, Community Dimensions of Practice, Cultural Competency, Policy Development/Program Planning, Analysis and Assessment and Leadership and Systems Thinking. Two domains more commonly showed ratings of “None/Very Little” or “Beginner/Aware” responses; Policy Development/Program Planning, and Public Health Sciences.





## Tier 2: Public Health Professionals

More than half of Public Health Professionals rated themselves as “competent” or higher for the six domains Communication, Community Dimensions of Practice, Cultural Competency, Policy Development/Program Planning, and Leadership and Systems Thinking. Three domains more commonly showed ratings of “None/Very Little” or “Beginner/Aware” responses; Public Health Sciences, Analysis and Assessment, and Financial Planning and Management.



## Survey Analysis and Reporting

Following the close of the survey, analysis on survey data began. Data analyzed included all complete surveys, and for all Tiers, staff any Core Competency Self-assessments where participants responded to at least the first domain of the Core Competency Self-assessment. Only one survey per email address provided was included in the final dataset. Descriptive analysis was conducted to describe the respondents, and summarize responses to both surveys. Findings are only presented when there are at least five respondents per grouping variable, for example, job description (Tier). An exception to this rule is the Core Competency Self-assessment summary table, where Directors and Senior Leaders mean domain scores are presented.

## Survey Findings

The following section of the report presents survey findings including: characteristics of the sample, findings by Core Competency Domain and Tier, and findings from the Training Preferences Survey. We will begin by describing the respondents to the survey.

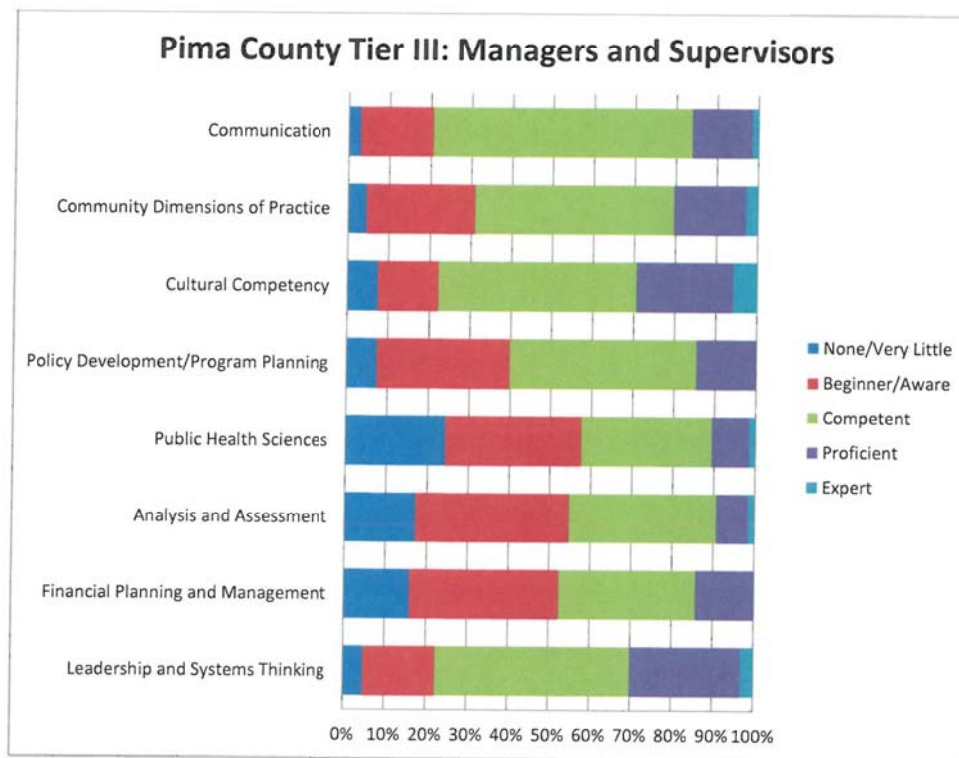
### Characteristics of the Pima County Health Department Sample

The Pima County Health Department had an 89% completion rate for this assessment. Of the 334 staffed employees at the PCHD, two-hundred and ninety eight staff of PCHD completed the survey. The Division, Office or Program, degrees held and job description selected by respondents are shown in the tables that follow. The majority of respondents worked in Nutrition and Health Sciences (n=83). The frequencies for each division are illustrated in the following table.

PCHD Division Category	Percent	Frequency
Business Operations	5.3	16
Clinical Services	13.4	40
Public Health Nursing	21.3	63
Nutrition and Health Services	27.9	83
Strategic Integration Team	3.8	11
Pima Animal Care Center	21.0	63
Clinicians	2.3	7
Directors Office	5.0	15
Total	100	

### Tier 3: Managers and Supervisors

More than half of managers and supervisors rated themselves as “competent” or higher in five of the eight domains, Communication, Community Dimensions of Practice, Cultural Competency, Policy Development/Program Planning, and Leadership and Systems Thinking. The domains Public Health Sciences, Analysis and Assessment and Financial Planning and Management were slightly lower, with more than a half also rating themselves as “Beginner/Aware” or “None/Very Little”

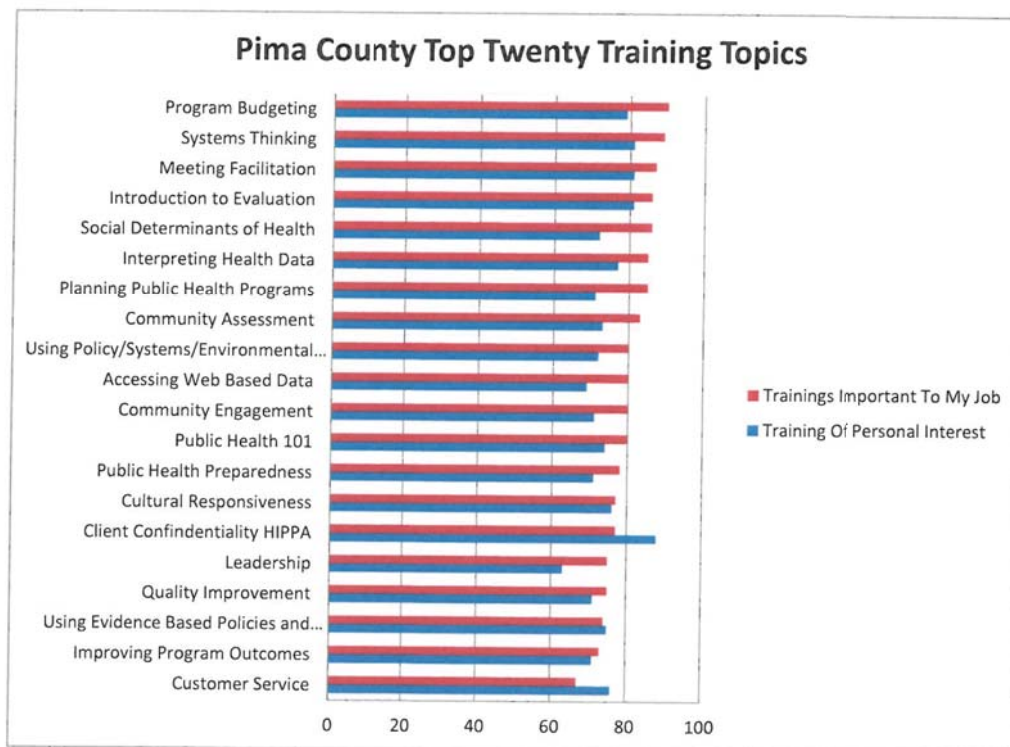


### Training Preferences Survey Findings

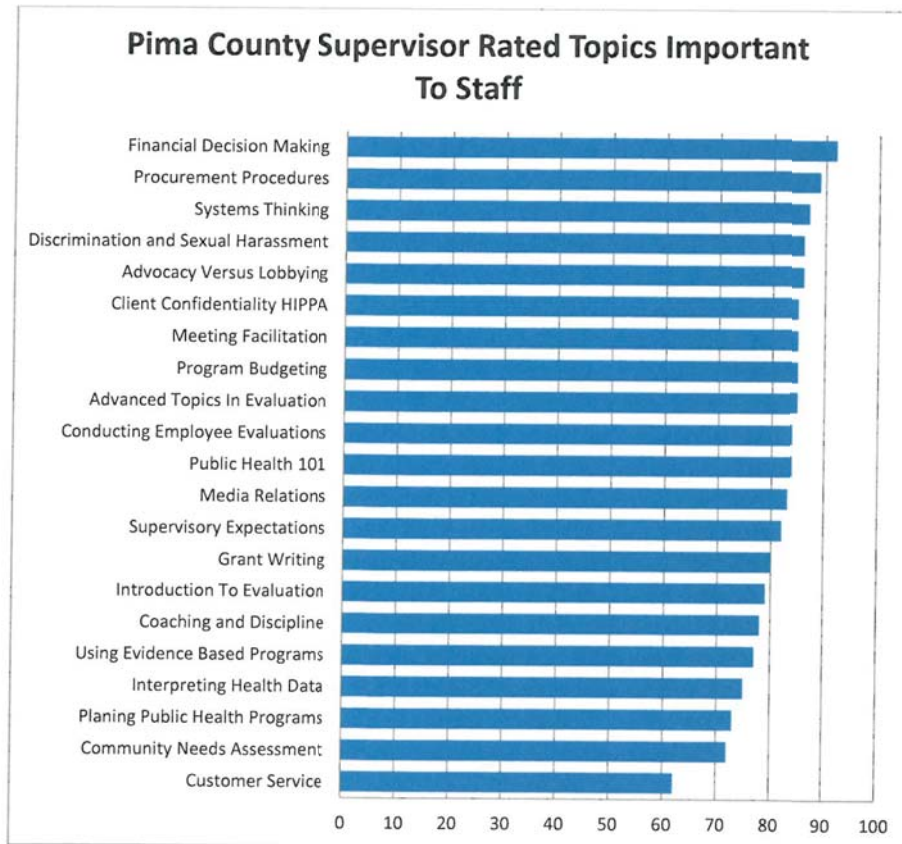
The next section of the report will summarize findings from the Training Preferences Survey. PCHD respondents were asked to select from 47 potential training topics any that 1) were of personal interest to them, and 2) were important to their job. The figures on the following pages present the training topics most frequently selected by 1) support staff, 2) public health professionals, and 3) managers and supervisors. The data is presented as an entire group. There was an insignificant difference between the responses given divided by Tiers.

### Top Twenty Training Topics for Pima County

The following chart illustrates the top twenty ranked training topics as reported by the Pima County Health Department staff. There was little difference in percentage of “Trainings Important To My Job”, and “Training of Personal Interest” categories for each of the training topics. In three cases (HIPPA, Evidence Based Policies, and Customer Service), the percentage of ‘Personal Interest’ was higher than the percentage of ‘Important To My Job’.



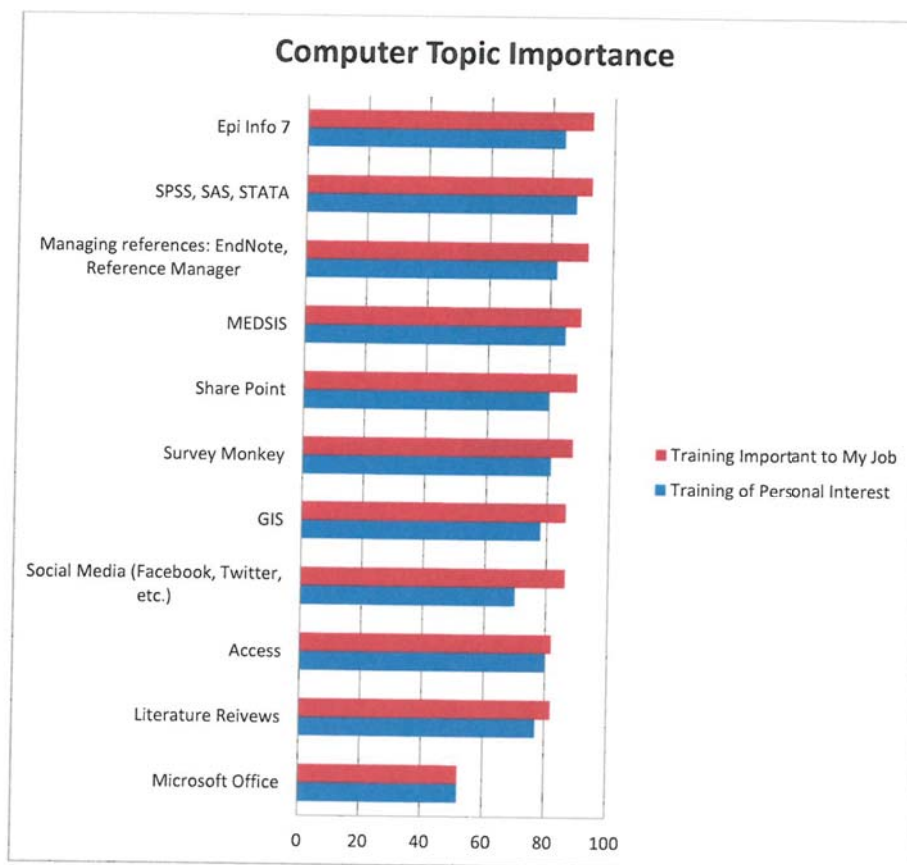
Supervisors were asked to rate training topics they felt were important for staff. The top five topics picked by supervisors were Financial Decision Making, Procurement Procedures, Systems Thinking, Discrimination & Sexual Harassment, and Advocacy Versus Lobbying. The lowest ranked training topic as rated by supervisors was 'Customer Service'.





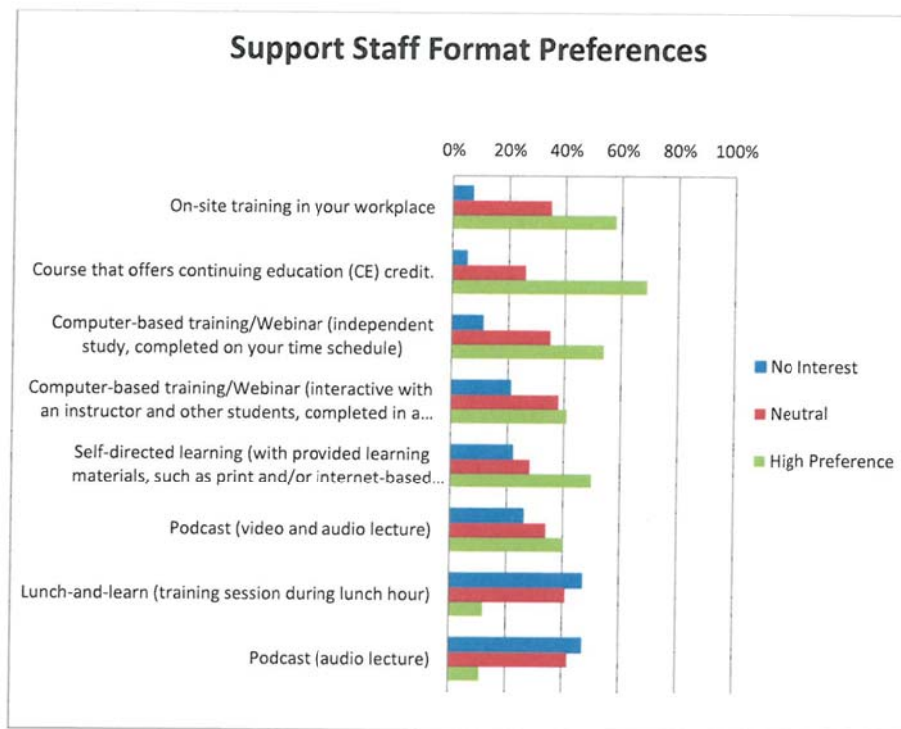
### Computer Topic Preferences

The figures on the following pages show the percentage of computer training topics selected as, 1) of personal interest, and 2) important to my job for each of three job types; support staff, public health professionals, and managers and supervisors. The figure is ordered by topics most frequently selected as “Training important to my Job”.

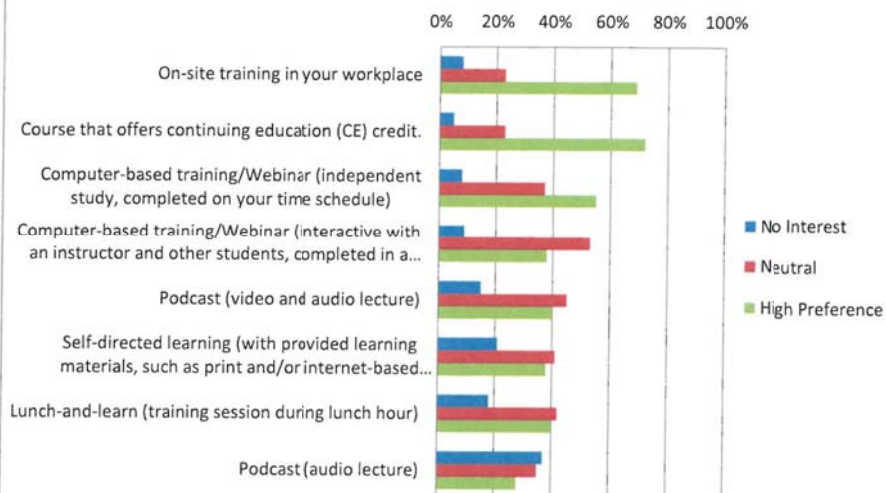


## Training Format Preferences

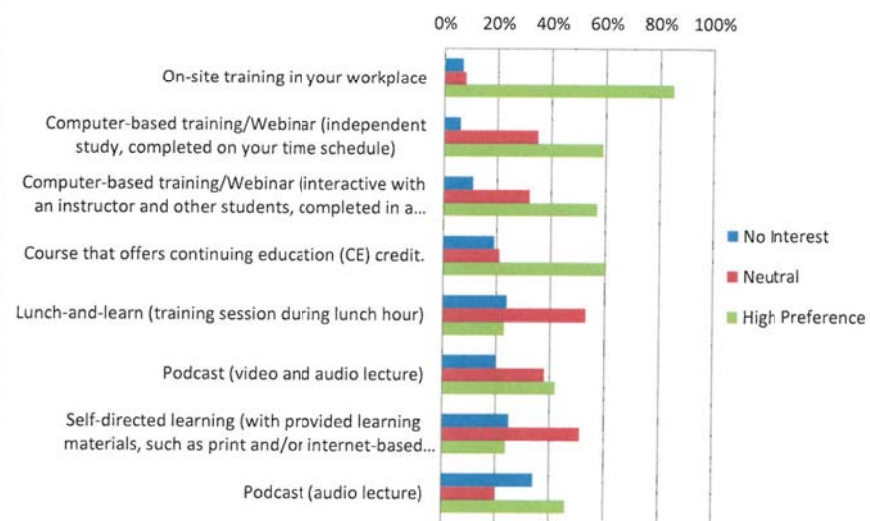
The figures on the following pages show reported preferences for the training formats included in the survey, separated out by self-identified job description (support staff, public health professionals, and managers and supervisors). The highest preference training format for all three job types was “On-site training in your workplace”. Computer-based training/Webinars was another format that received a ranking of high preference from respondents in all three job types, and “course that offers continuing education (CE) credit” were popular with public health professionals, and managers and supervisors.



### Public Health Professionals Format Preferences



### Managers and Supervisors Format Preferences



## Conclusions

Review of the findings contained in this report may help to answer a number of questions to assist in workforce development planning. Examples of such questions include;

- 1) What core competency domains and skills are most relevant to the programs provided by PCHD?
- 2) What trainings might be most beneficial to PCHD staff?
- 3) How well suited are PCHD staff to respond to a number of scenarios, e.g., a media blitz, responding to a legislative request, or a health outbreak requiring surveillance?

For Support Staff (Tier 1), Public Health Professionals (Tier 2) and Managers and Supervisors (Tier 3), several findings can be highlighted that may reflect on training needs. Again, these results should be assessed within the context of the programs and services offered by PCHD to determine whether and to what extent these topics need training coverage.

- 1) Most Tier 1, Tier 2 and Tier 3 staff reported competence or higher skill level in the five domains, Communication, Community Dimensions of Practice, Cultural Competency, Policy Development/Program Planning, and Leadership and Systems Thinking.
- 2) Domains where average ratings of competence were lower corresponding to each Tier were: Tier 1—Community Dimensions of Practice, Tier 2—Financial Planning and Management, Tier 3—Public Health Sciences, Tier 4—Analysis and Assessment. While Analysis and Assessment was scored lowest in Tier 4, the median score was still above 3.00 (3.21) as compared to the other ‘lowest values’ in Tiers 1, 2 and 3 which were all below 3.00.
- 3) Frequently cited training topics reported as important by all staff were Program Budgeting, Systems Thinking, and Meeting Facilitation. There was little difference in the percentages separating the top twenty training topics. The range between the top and bottom training topics ‘Important To My Job’ was a mere 12 percentage value.
- 4) Other frequently cited training topic rated as important by staff varied by the respondents’ job description, but most topics selected were also reflected in the supervisors’ indications of what training topics were important to staff.
- 5) Top training topics differed very little by PCHD Division. If Division-based trainings will be a training strategy, these results should be considered.
- 6) Computer Topics showed little difference in percentage reported as ‘Important to my Job’. 10 of the 11 topics were within 8 percentage values of each other ranging from 82% to 90%. Microsoft Office was the least important computer training topic to staff only receiving 50%.
- 7) Training formats with the most “high preference” ratings were on-site training in your workplace and a course that offers continuing education (CE) credit.

# Appendix D - Strategic Plan Quarterly Progress & Updates



Strategic Plan 2014-2019  
2015 Work Plan and Quarterly Report (Year 2)  
Goal 4

<b>Goal 4: Reinforce a public health workforce that is prepared and knowledgeable</b>									
<b>Goal Leader: Marcy Flanagan and Gladys Lopez</b>									
<b>Objective 1: By 2019, establish baseline of PCHD staff performance in public health core competencies as measured by the Arizona Public Health Training Center Public Health Core Competencies Self-Assessment and Training Preferences Survey</b>									
<b>Strategy 1: Develop a competent PCHD workforce</b>									
Tactics/Activities	Responsible Person	Expected Outcome	Expected Completion Dates	January-March Progress and Updates	April-June Progress and Updates	July-September Progress and Updates	October-December Progress and Updates	Results and Achievements	Annual Review Status
Educate all staff on public health core competencies using department communications	Julia Flannery Ryan Dunn	100% of staff educated on public health core competencies	June 2016						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated
Ensure employee completion of public health core competencies assessment is included in new hire performance plans	Marcy Flanagan Gladys Lopez	Internal operating policy and procedure in use	December 2015						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated
Incorporate trainings in the workforce development plan that align with public health core competencies	Marcy Flanagan Sarah Davis Jodi McCloskey	Workforce development plan includes trainings aligned to public health core competencies	December 2015						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated
Develop and implement a review process for unclassified staff that incorporates applicable elements of public health core competencies	Marcy Flanagan Gladys Lopez	Unclassified staff review process implemented	June 2016						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated
Incorporate applicable elements of public health core competencies into employee performance plans	Marcy Flanagan Gladys Lopez	100% of performance plans incorporate public health core competencies	June 2016						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated

Page 1 of 6



Strategic Plan 2014-2019  
2015 Work Plan and Quarterly Report (Year 2)  
Goal 4

Tactics/Activities	Responsible Person	Expected Outcome	Expected Completion Dates	January-March Progress and Updates	April-June Progress and Updates	July-September Progress and Updates	October-December Progress and Updates	Results and Achievements	Annual Review Status
Develop and implement employee workforce development program and plan	Marcy Flanagan Gladys Lopez	Written workforce development plan implemented	December 2015						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated
Promote workforce development program	Julia Flannery	2 communications on workforce development	December 2015						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated
Promote a culture of customer service throughout the department	Marcy Flanagan Ryan Dunn	2 communications on customer service	December 2015						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated

Page 2 of 6



<b>Goal 4:</b> Reinforce a public health workforce that is prepared and knowledgeable									
<b>Goal Leader:</b> Marcy Flanagan and Gladys Lopez									
<b>Objective 2:</b> By 2019, establish baseline of reported positive work environment and culture within PCHD									
<b>Strategy 1:</b> Foster positive PCHD culture by routinely listening and proactively addressing employee concerns									
Tactics/Activities	Responsible Person	Expected Outcome	Expected Completion Dates	January-March Progress and Updates	April-June Progress and Updates	July-September Progress and Updates	October-December Progress and Updates	Results and Achievements	Annual Review Status
Provide employee feedback opportunities on a routine basis	Gladys Lopez Sherrie Jameson	2 opportunities for employee feedback implemented	December 2015						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated
Communicate findings from employee feedback department-wide	Ryan Dunn Kelli Stephens	2 communications on employee feedback results	December 2015						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated
Convene employee work groups to address opportunities to improve PCHD culture	Sherrie Jameson Anissa Taylor	2 employee work group meetings convened	December 2015						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated
Develop and implement mechanisms to reward, recognize, and champion employees	Marcy Flanagan Gladys Lopez	5% decrease in department grievances	June 2016						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated

<b>Goal 4:</b> Reinforce a public health workforce that is prepared and knowledgeable									
<b>Goal Leader:</b> Marcy Flanagan and Gladys Lopez									
<b>Objective 3:</b> By 2019, 100% of PCHD managers and staff will demonstrate fiscal responsibility and awareness to stakeholders									
<b>Strategy 1:</b> Provide budget management trainings and resources to program and division managers									
Tactics/Activities	Responsible Person	Expected Outcome	Expected Completion Dates	January-March Progress and Updates	April-June Progress and Updates	July-September Progress and Updates	October-December Progress and Updates	Results and Achievements	Annual Review Status
Ensure department budget information is shared with staff	Garrett Hancock Julia Flannery	4 communications on department budget	June 2016						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated
Develop and implement budget management trainings	Garrett Hancock Ana Basurto	2 completed budget management trainings	June 2016						<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated

Goal 4: Reinforce a public health workforce that is prepared and knowledgeable									
Goal Leader:		Marcy Flanagan and Gladys Lopez							
Objective 4:		By 2019, establish baseline of the number of interns, volunteers, and other trainees within PCHD							
Strategy 1:		Implement a department level volunteer and internship program							
Tactics/Activities	Responsible Person	Expected Outcome	Expected Completion Dates	January-March Progress and Updates	April-June Progress and Updates	July-September Progress and Updates	October-December Progress and Updates	Results and Achievements	Annual Review Status
Identify and implement an internal database to track the number of volunteers, interns, and other trainees working for PCHD	Don Gates Louie Valenzuela	100% of volunteers and interns entered into database	December 2015	Mountain West Preparedness and Education Learning Center at University of Arizona College of Public Health has developed a local database tool specific to track volunteers and interns. Will explore the applicability of this tool in July 2015.					<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated
Recruit volunteers and interns to participate in PCHD programs and services	Louie Valenzuela Andrew Stocker Kathy Malkin	5% increase in volunteers and interns	June 2016	Baseline was 23 registered internships in calendar year 2014.					<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated
Develop department-wide volunteer and internship program that includes recruitment, training, and retention	Don Gates Louie Valenzuela	Internal operating policy and procedure in use  Increased collaboration with community and academic volunteer and internship programs	December 2015	Reviewed existing internal operating policy and procedure with Risk Management. Documentation will need updating including proposed registration forms.  Increased presence					<input type="radio"/> Completed <input type="radio"/> Carried forward <input type="radio"/> Modified <input type="radio"/> Eliminated

Page 5 of 6

Tactics/Activities	Responsible Person	Expected Outcome	Expected Completion Dates	January-March Progress and Updates	April-June Progress and Updates	July-September Progress and Updates	October-December Progress and Updates	Results and Achievements	Annual Review Status
				with community volunteer organizations such as Medical Reserve Corp and Community Organizations Active in Disaster. Facilitating Point of Dispensing and Call Center orientation for Medical Reserve Corp of Southern Arizona on Saturday July 11.					

Page 6 of 6

# Appendix E - Training Descriptions

Training Title	Applicable Tier	Training Type	Offered	Training Description	Directions to Register or Access Trainings
Basic Concepts in Data Analysis Series: Analysis and Interpretation of Public Health Data 1	2,3,4	Online Course	Anytime	Instruction on how to analyze and interpret data for public health.	Offered online through Northwest center for Public Health Practice <a href="http://www.nwcphp.org/training/opportunities/online-courses/part-2-basic-concepts-in-data-analysis-for-community-health-assessment">http://www.nwcphp.org/training/opportunities/online-courses/part-2-basic-concepts-in-data-analysis-for-community-health-assessment</a> 45 minutes
Basic Concepts in Data Analysis Series: Analysis and Interpretation of Public Health Data 2	2,3,4	Online Course	Anytime	Continued instruction on how to analyze and interpret data for public health.	Offered online through Northwest center for Public Health Practice <a href="http://www.nwcphp.org/training/opportunities/online-courses/part-3-basic-concepts-in-data-analysis-for-community-health-assessment">http://www.nwcphp.org/training/opportunities/online-courses/part-3-basic-concepts-in-data-analysis-for-community-health-assessment</a> 45 minutes
Basic Concepts in Data Analysis Series: Overview of Public Health Data	1,2,3,4	Online Course	Anytime	Basic information to use data in public health's core functions.	Offered online through Northwest center for Public Health Practice <a href="http://www.nwcphp.org/training/opportunities/online-courses/overview-of-public-health-data">http://www.nwcphp.org/training/opportunities/online-courses/overview-of-public-health-data</a> 30 minutes
Communication 101	1,2,3,4	In-person	Bi-Annually	Introduction to public health communication.	Sign up through PCHD Personnel Unit for scheduled trainings.
Community Engagement	2,3,4	In-person	Bi-Annually	Explore how to advance public health through community partnerships.	Sign up through PCHD Personnel Unit for scheduled trainings.
Customer Service	1,2,3,4	In-person	Bi-Annually	How to effectively communicate and serve our customers and community.	Sign up through PCHD Personnel Unit for scheduled trainings.

Training Title	Applicable Tier	Training Type	Offered	Training Description	Directions to Register or Access Trainings
Emotional Intelligence	3,4	In-person	Annually	Leadership and communication for senior leaders.	Sign up through PCHD Personnel Unit for scheduled trainings.
Engaging with Media	2,3,4	In-person	Bi-Annually	Basic concepts to be media savvy.	Sign up through PCHD Personnel Unit for scheduled trainings.
Encouraging the Heart	3,4	In-person	Annually	Leadership and communication for mid-level leaders.	Sign up through PCHD Personnel Unit for scheduled trainings.
Everest-Creating Greatness	1,2,3,4	In-person	Annually	Leadership basics for all leaders.	Sign up through PCHD Personnel Unit for scheduled trainings.
Evidence-based Policy and Practice	1,2,3,4	Webinar	Anytime	Understand the basic concepts of evidence-based public health.	Offered online through Northwest center for Public Health Practice <a href="http://www.nwcphp.org/training/opportunities/online-courses/overview-evidence-based">http://www.nwcphp.org/training/opportunities/online-courses/overview-evidence-based</a> 1 hour
Meeting Facilitation	1,2,3,4	In-person	Annually	Learn the basics of conducting a productive, efficient, and respectful meeting.	Sign up through PCHD Personnel Unit for scheduled trainings.
National Incident Management System (NIMS) IS-100b	1,2,3,4	Online Course	Anytime	Introduction to Incident Command System.	Offered through Federal Emergency Management Institute <a href="http://www.training.fema.gov/is/nims.asp">www.training.fema.gov/is/nims.asp</a>
National Incident Management System (NIMS) IS-200b	3,4	Online Course	Anytime	ICS for Single Resources and Initial Action Incidents.	Offered through Federal Emergency Management Institute <a href="http://www.training.fema.gov/is/nims.asp">www.training.fema.gov/is/nims.asp</a>



Training Title	Applicable Tier	Training Type	Offered	Training Description	Directions to Register or Access Trainings
National Incident Management System (NIMS) IS-700a	1,2,3,4	Online Course	Anytime	An introduction to National Incident Management System (NIMS).	Offered through Federal Emergency Management Institute <a href="http://www.training.fema.gov/is/nims.asp">www.training.fema.gov/is/nims.asp</a>
Office Programs	1,2,3,4	Online Course & In-person	Anytime	Basic and advanced Office courses.	Sign up through Pima County Intranet Home Page. See Trainings section in first column.
PCHD Corporate Compliance, Health Insurance Portability and Accountability Act (HIPAA)	1,2,3,4	In-person & Webinars	Annually	Learn HIPPA laws, regulations, and internal policies.	Offered by PCHD Compliance Officer Z:\_Shared Data\Dept Resources\All Users\Safety\Training
PCHD Employee Recognition: A Guide to Appreciating and Recognizing Staff	2,3,4	Guide	Anytime	Learn basic principals of employee appreciation and recognition.	Contact PCHD Personnel Unit to check out the guide.
PCHD Employee Recognition: Motivating Your Employees: Rewards & Recognition	3,4	In-person	Annually	Learn the four fundamental principals of motivation and recognition.	Sign up through PCHD Personnel Unit for scheduled trainings.
PCHD New Employee orientation	1,2,3,4	In-person	Quarterly	Basic instruction on public health, cultural competency, quality improvement, and department vision and mission.	Sign up through PCHD Personnel Unit for scheduled trainings.
PCHD Safety	1,2,3,4	In-person & Webinars	Annually	Learn workplace safety policies and procedures.	Offered by PCHD Compliance Officer Z:\_Shared Data\Dept Resources\All Users\Safety\Training

Training Title	Applicable Tier	Training Type	Offered	Training Description	Directions to Register or Access Trainings
Performance Management	1,2,3,4	In-person	Every 3 years	In-depth training on PCHD's performance management system and its application to the department.	Sign up through PCHD Personnel Unit for scheduled trainings.
Pima County Defensive Driving	1,2,3,4	Online course	Every 3 years	Instruction on safe driving practices.	Sign up through Pima County Intranet- ITD Home Page.
Pima County Management Core Series: Family and Medical Leave Act (FMLA), Fair Labor Standards Act (FLSA), Americans with Disabilities Act (ADA)	3,4	In-person	Within 3 months of appointment	Introduction to federal laws applicable to county employees.	Sign up through PCHD Personnel Unit for scheduled trainings.
Pima County Management Core Series: Harassment Prevention	3,4	In-person	Within 3 months of appointment	Introduction on preventing workplace and sexual harrassment among staff.	Sign up through PCHD Personnel Unit for scheduled trainings.
Pima County Management Core Series: Introduction to Rules and Policies	3,4	In-person	Within 3 months of appointment	Introduction to county rules and policies for managers.	Sign up through PCHD Personnel Unit for scheduled trainings.
Pima County Management Core Series: Performance Management	3,4	In-person	Within 3 months of appointment	Introdution to performance plans for managers and supervisors.	Sign up through PCHD Personnel Unit for scheduled trainings.

Training Title	Applicable Tier	Training Type	Offered	Training Description	Directions to Register or Access Trainings
Pima County Management Core Series: Positive & Progressive Discipline	3,4	In-person	Within 3 months of appointment	Instruction on how to follow county policies and procedures for employee discipline.	Sign up through PCHD Personnel Unit for scheduled trainings.
Pima County Management Core Series: Workplace Violence, Workplace Bullying, Workplace Ethics	3,4	In-person	Within 3 months of appointment and every 3 years	Introduction on how to prevent workplace violence and bullying and promote ethics.	Sign up through PCHD Personnel Unit for scheduled trainings.
Pima County Orientation	1,2,3,4	In-person	Once within 3 months of hire	Basic introduction to Pima County.	Sign up through PCHD Personnel Unit for scheduled trainings.
Pima County Pima Core	1,2,3,4	Online Course	Anytime	Introduction to county financial management system.	Sign up through Pima County Intranet- Finance Dept <a href="http://intranet.pima.gov/Finance/training.shtml">http://intranet.pima.gov/Finance/training.shtml</a>
Pima County Records Management	1,2,3,4	Online Course	Within 3 months of hire	Basic instruction on record keeping and archives.	Access training through Pima County Intranet: <a href="http://intranet.pima.gov/cob/records/updatedprogram/training.html">http://intranet.pima.gov/cob/records/updatedprogram/training.html</a>
Program Budgeting	1,2,3,4	In-person	Annually	Introduction to county budget system, tracking, reporting, and compliance.	Sign up through PCHD Personnel Unit for scheduled trainings.
Public Health in Action	1,2,3,4	In-person	Annually	Introduction to public health.	Sign up through PCHD Personnel Unit for scheduled trainings.

Training Title	Applicable Tier	Training Type	Offered	Training Description	Directions to Register or Access Trainings
Quality Improvement	1,2,3,4	In-person	Every 3 years	In-depth training about quality improvement with a project-based, applied focus.	Sign up through PCHD Personnel Unit for scheduled trainings.
Return on Investment	1,2,3,4	Webinar	Anytime	Build analytical and assessment skills for evaluation of a program.	Offered online through Northwest center for Public Health Practice <a href="http://www.nwcphp.org/training/opportunities/online-courses/return-on-investment">http://www.nwcphp.org/training/opportunities/online-courses/return-on-investment</a> 1 hour
Searching & Summarizing Scientific Literature	1,2,3,4	Webinar	Anytime	Build skills in assessing, communicating, and building a program.	Offered online through Northwest center for Public Health Practice <a href="http://www.nwcphp.org/training/opportunities/online-courses/searching-and-summarizing-scientific-literature">http://www.nwcphp.org/training/opportunities/online-courses/searching-and-summarizing-scientific-literature</a> 1 hour
Taking Charge of Change	1,2,3,4	In-person	As Requested	Build skills for communicating and leading during change	Request a training or training materials through PCHD Personnel Unit.
Tearing Down Walls	1,2,3,4	In-person	As Requested	Build skills to improve communication, performance, and trust.	Request a training or training materials through PCHD Personnel Unit.
The Uh-Oh Syndrome	1,2,3,4	In-person	As Requested	Introduction to inclusion, cultural competency, and acceptance.	Request a training or training materials through PCHD Personnel Unit.
Village of 100	1,2,3,4	In-person	As Requested	Build cultural competency skills and understanding.	Request a training or training materials through PCHD Personnel Unit.



# Appendix F - 2015-2016 Training Schedule

## Annual Trainings

Training Title	Scheduled Date
Emotional Intelligence	October 2015
Encouraging the Heart	November 2015
Everest- Creating Greatness	December 2015
Meeting Facilitation	February 2015
PCHD Corporate Compliance, Health Insurance Portability and Accountability (HIPAA)	July 2015
PCHD Employee Recognition: Motivating Your Employees - Rewards & Recognition	March 2016
PCHD Safety	July 2015
Program Budgeting	February 2016
Public Health In Action	April 2016

## Bi-Annual Trainings

Training	Scheduled Dates	
Communication 101	October 2015	March 2016
Community Engagement	November 2015	April 2016
Customer Service	December 2015	May 2016
Engaging with the Media	October 2015	March 2016

## Quarterly Trainings

Training	Scheduled Dates
PCHD New Employee Orientation	October 2015
	January 2016
	April 2016
	July 2016

## Monthly Trainings

Training	Monthly Schedule
Pima County Management Core Series: FMLA, FLSA, ADA	January 2015-December 2016
Pima County Management Core Series: Harassment Prevention	January 2015-December 2016
Pima County Management Core Series: Introduction to Rules & Policies	January 2015-December 2016
Pima County Management Core Series: Performance Management	January 2015-December 2016
Pima County Management Core Series: Positive & Progressive Discipline	January 2015-December 2016
Pima County Management Core Series: Workplace Violence, Bullying, & Ethics	January 2015-December 2016
Pima County Orientation	January 2015-December 2016

## Triennial Trainings

Training	Scheduled Dates
Performance Management	October 2016
Quality Improvement	October 2016

## Anytime Trainings

Training
Basic Concepts in Data Analysis Series: Analysis and Interpretation of Public Health Data 1
Basic Concepts in Data Analysis Series: Analysis and Interpretation of Public Health Data 2
Basic Concepts in Data Analysis Series: Overview of Public Health Data
Evidence-based Policy and Practice
National Incident Management System (NIMS) IS-100b
National Incident Management System (NIMS) IS-200b
National Incident Management System (NIMS) IS-700a
Office Programs
PCHD Employee Recognition: A Guide to Appreciating and Recognizing Staff
Pima County Defensive Driving
Pima County Pima Core
Return on Investment
Searching & Summarizing Scientific Literature
Taking Charge of Change
Tearing Down Walls
The Uh-Oh Syndrome
Village of 100

## Limited Trainings\*

Training	Scheduled Dates
Transgender Health Priorities	March 2015
Infection Prevention & Personal Protective Equipment (PPE)	April 2015
National Standards for Culturally & Linguistically Appropriate Services	June 2015
Public Health Improvement Training (PHIT)	June 2015
2015 NACCHO Annual Conference	July 2015
2016 NACCHO Annual Conference	July 2016

\*As available funding or resources permit (check with PCHD personnel unit for availability)



## Pima County Board of Supervisors

Ally Miller, Pima County Supervisor	District 1
Ramón Valadez, Pima County Supervisor	District 2
Sharon Bronson, Pima County Supervisor, Chair	District 3
Ray Carroll, Pima County Supervisor	District 4
Richard Elías, Pima County Supervisor	District 5

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