

Developing and Implementing Preparedness and Response Core Competencies (Session 1913)

Workshop Facilitator

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Developing and Implementing Preparedness and Response Core Competencies (Session 1913)

Workshop Presenters

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Audrey Gotsch, DrPH, MCHES (UMDNJ)

Lori Graham, PhD (Texas A&M)

Learning Outcomes of this Session

At the end of the session, attendees will be able to:

- Locate online frameworks and tools for using competencies**
- Explain the value of competency-based approaches to adult education and training**
- Describe how competencies are met, used and assessed for training in one's own practice**
- Identify opportunities for using competencies in one's own training programs**

The Role of Competencies in Professional Education Curricular Development

Kathleen R. Miner, PhD, MPH, MCHES

Associate Dean and Professor

Rollins School of Public Health

Emory University

Atlanta, GA

What is a Competency?

A competency is a statement of a learning outcome that includes:

a measure of performance (an action verb)

linked to a

a content area (related to a specific knowledge area of profession practice).

In some professions this be might be called a performance standard or criterion.

What are the Resources for Verbs and the Content

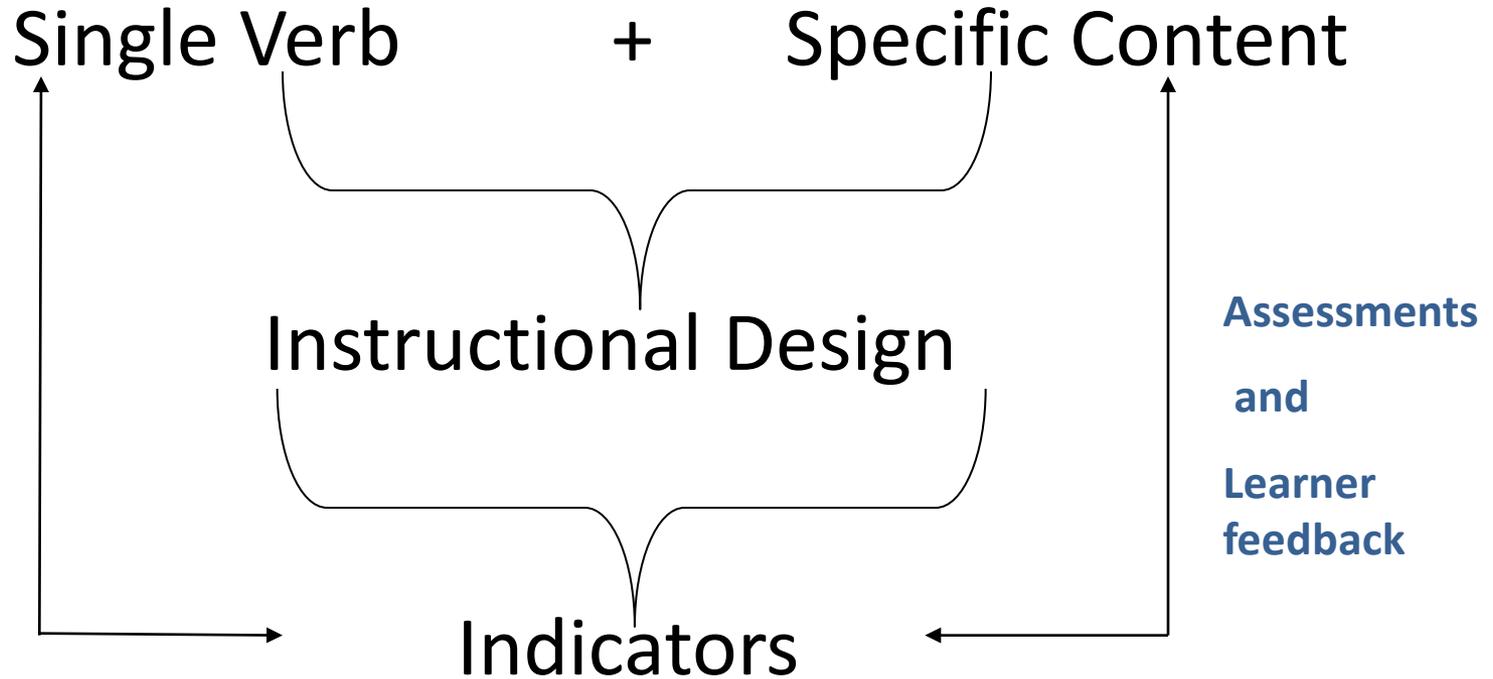
Verbs: Come from instructional lists, e.g.;

- 1) Cognitive: Bloom
- 2) Affective: Krathwohl
- 3) psychomotor: Simpson

Content: Comes from professional bodies, educational programs, funding agencies, e.g.;

- 1) NCHEC, COL, NBPHE, ASPH
- 2) Faculty at colleges and universities
- 3) CDC, HRSA, NIH

The Anatomy of an Instructional Competency Statement



Instructional Framework

Domain Areas:

Competency A

Learning Objective 1

Indicator(s)

Learning Objective 2

Indicator(s)

Competency B

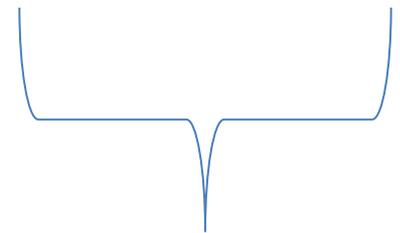
Learning Objective 1

Indicator(s)

Learning Objective 2

Indicator(s)

NA
Suggested
Important
Essential



**Job
Relevance**

**Tiers of
Practice**

Competency Attributes

-  **Competencies are dynamic. They need and will change with time.**
-  **Competencies foster professional identity.**
-  **Competencies form the bases of professional certification/licensure processes and funding priorities.**
-  **Competency implementation crosses more than one generation of leadership within a profession or field of practice.**

Competencies in Adult Education

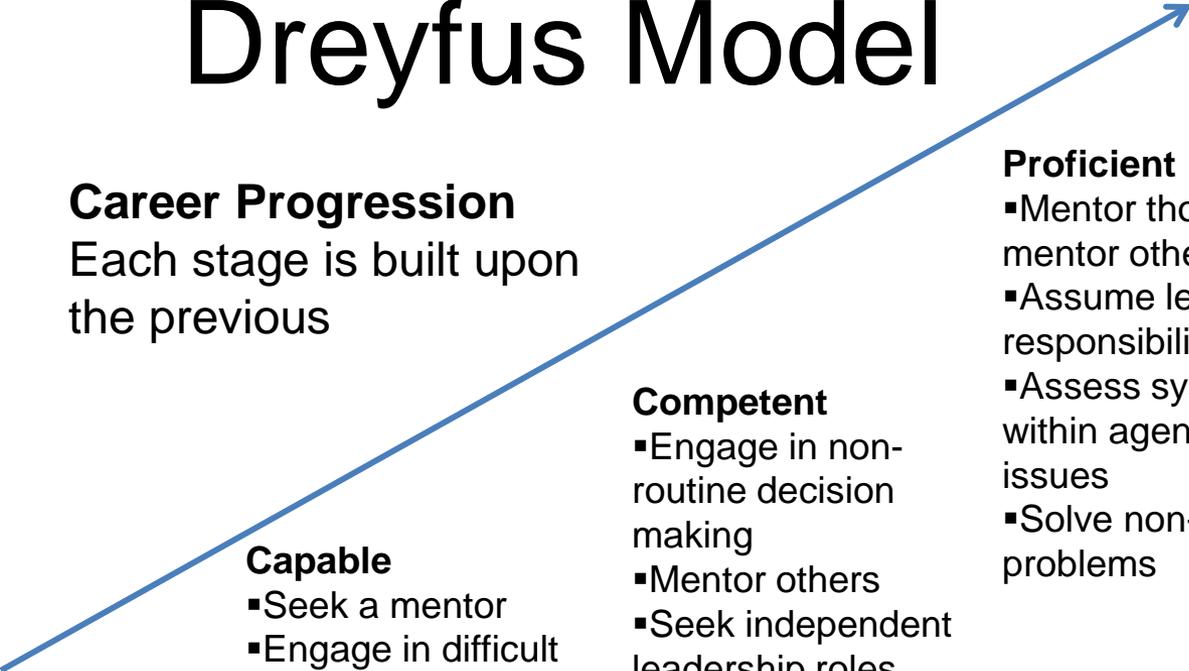
Adult learners consider competencies to be:

- 1.) a contract between the learner and the instructor.**
- 2.) the connections among the “learning,” the “instruction,” and the “assessment.”**
- 3.) the level of mastery to reach for a favorable assessment of performance.**

Adult Learning Practices

- 1. Adult learning environments: minimize dependence and maximize independence.**
- 2. Adult instructional strategies: engage learners' previous experience in skills and content to maximize the relevance of the instruction.**
- 3. Faculty: function as both instructors and facilitators.**

Dreyfus Model



Career Progression

Each stage is built upon the previous

Entry

- Solve routine problems
- Seek ways to practice competencies
- Unsure about the need for mentorship

Capable

- Seek a mentor
- Engage in difficult projects
- Seek leadership in small tasks

Competent

- Engage in non-routine decision making
- Mentor others
- Seek independent leadership roles
- Assist in solving non-routine problems

Proficient

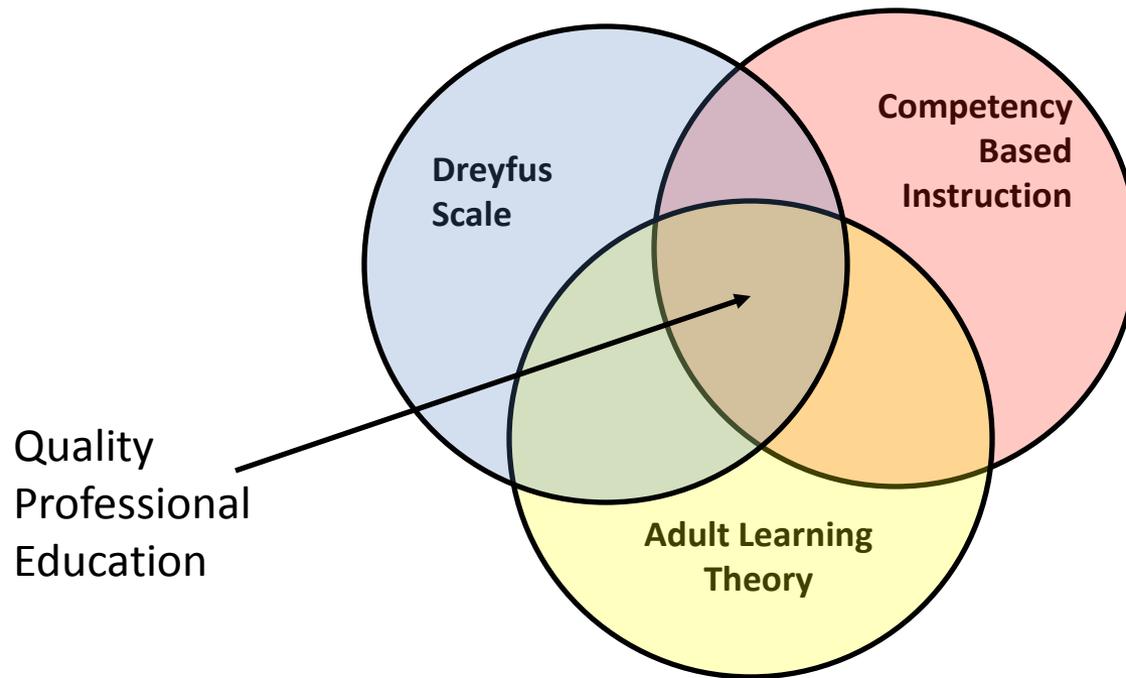
- Mentor those who mentor others
- Assume leadership responsibility
- Assess systems within agencies or issues
- Solve non-routine problems

Expert

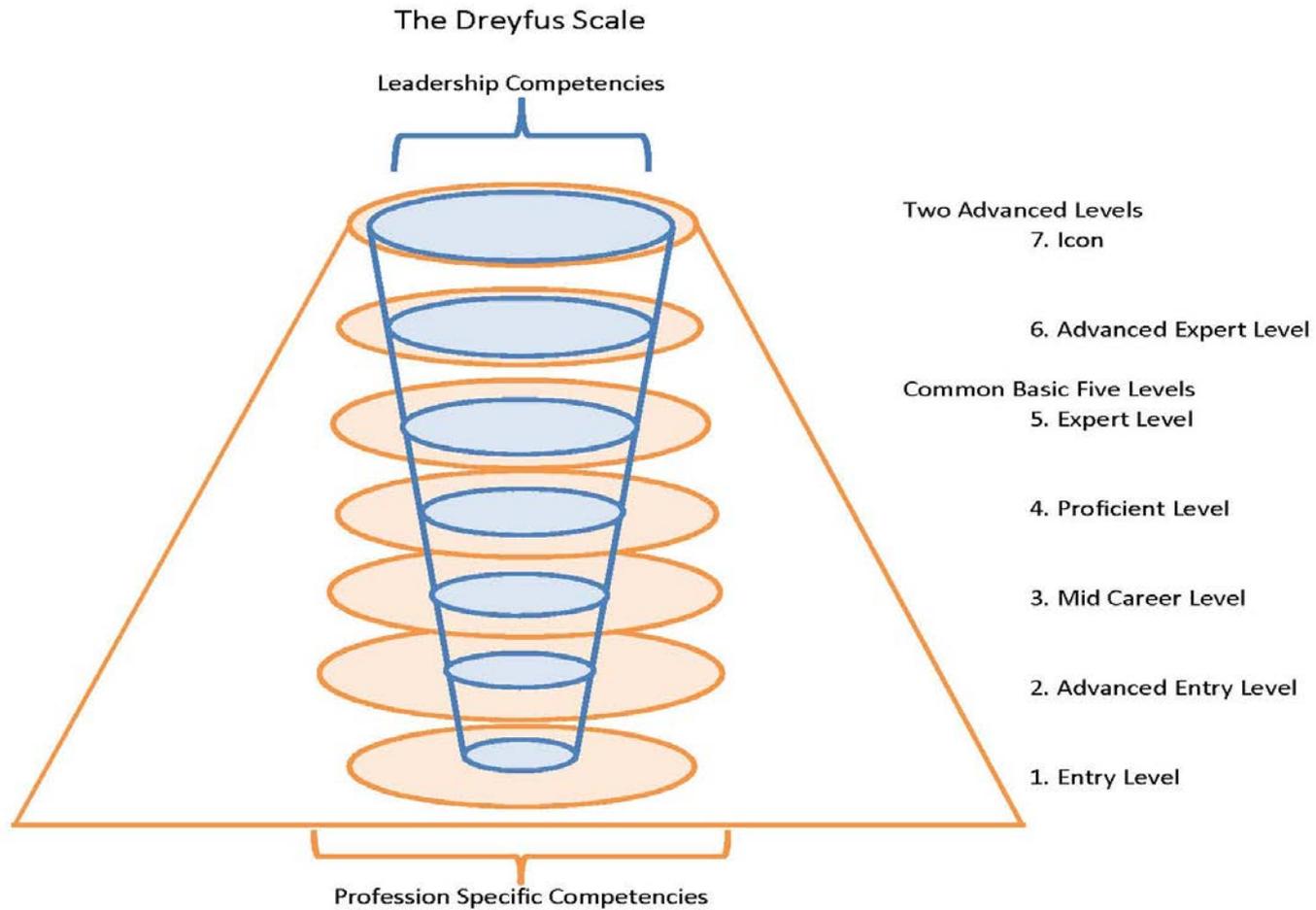
- Mentor leaders
- Change systems
- Assume responsibility for solving complex non-routine problems

Seek Opportunities to Gain Experience in Leadership and Complex Decision Making

Integrated Instructional Model



Leadership Progression: A Curious Insight



	# of people in the profession
Orange	Profession specific competencies
Blue	Leadership competencies

Public Health Preparedness & Response

Core Competency Model

Audrey R. Gotsch, DrPH, MCHES

Professor and Center Director

New Jersey/New York Hazardous Materials Worker
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Public Health
Preparedness
& Response
CORE COMPETENCY
Model

Final Model Version 1.0
Released in December 2010

This project was conducted in partnership under a cooperative agreement between CDC and ASPH.

ASPH-sponsored Competency Projects

MPH
CORE COMPETENCY
Model

DRPH
CORE COMPETENCY
Model

Public Health
Preparedness
& Response
CORE COMPETENCY
Model

CORE COMPETENCIES FOR
INTERPROFESSIONAL EDUCATION

AACN, AACOM, AACP, ADEA, AAMC, AND ASPH-SUPPORTED

Undergraduate
Public Health
Learning Outcomes
Model

Global Health
COMPETENCY MODEL

MASTER'S-LEVEL PUBLIC HEALTH
Preparedness & Response
COMPETENCY Model



AAMC



CULTURAL COMPETENCE EDUCATION
FOR STUDENTS IN MEDICINE AND
PUBLIC HEALTH

Target Audience

Mid-level public health workers with:

- **Five years experience with an MPH equivalent or higher degree *in public health*, or**
- **10 years experience with a high school diploma, bachelors, or *non-public health* graduate degree**

Public Health Preparedness and Response Competency Map

(Model Version 1.0 – December 17, 2010)

Performance Goal: Proficiently perform assigned prevention, preparedness, response, and recovery role(s) in accordance with established national, state, and local health security and public health policies, laws, and systems.

1. Model Leadership

- 1.1 Solve problems under emergency conditions.
- 1.2 Manage behaviors associated with emotional responses in self and others.
- 1.3 Facilitate collaboration with internal and external emergency response partners.
- 1.4 Maintain situational awareness.
- 1.5 Demonstrate respect for all persons and cultures.
- 1.6 Act within the scope of one's legal authority.

2. Communicate and Manage Information

- 2.1 Manage information related to an emergency.
- 2.2 Use principles of crisis and risk communication.
- 2.3 Report information potentially relevant to the identification and control of an emergency through the chain of command.
- 2.4 Collect data according to protocol.
- 2.5 Manage the recording and/or transcription of data according to protocol.

3. Plan for and Improve Practice

- 3.1 Contribute expertise to a community hazard vulnerability analysis (HVA).
- 3.2 Contribute expertise to the development of emergency plans.
- 3.3 Participate in improving the organization's capacities (Including, but not limited to programs, plans, policies, laws, and workforce training).
- 3.4 Refer matters outside of one's scope of legal authority through the chain of command.

4. Protect Worker Health and Safety

- 4.1 Maintain personal/family emergency preparedness plans.
- 4.2 Employ protective behaviors according to changing conditions, personal limitations, and threats.
- 4.3 Report unresolved threats to physical and mental health through the chain of command.

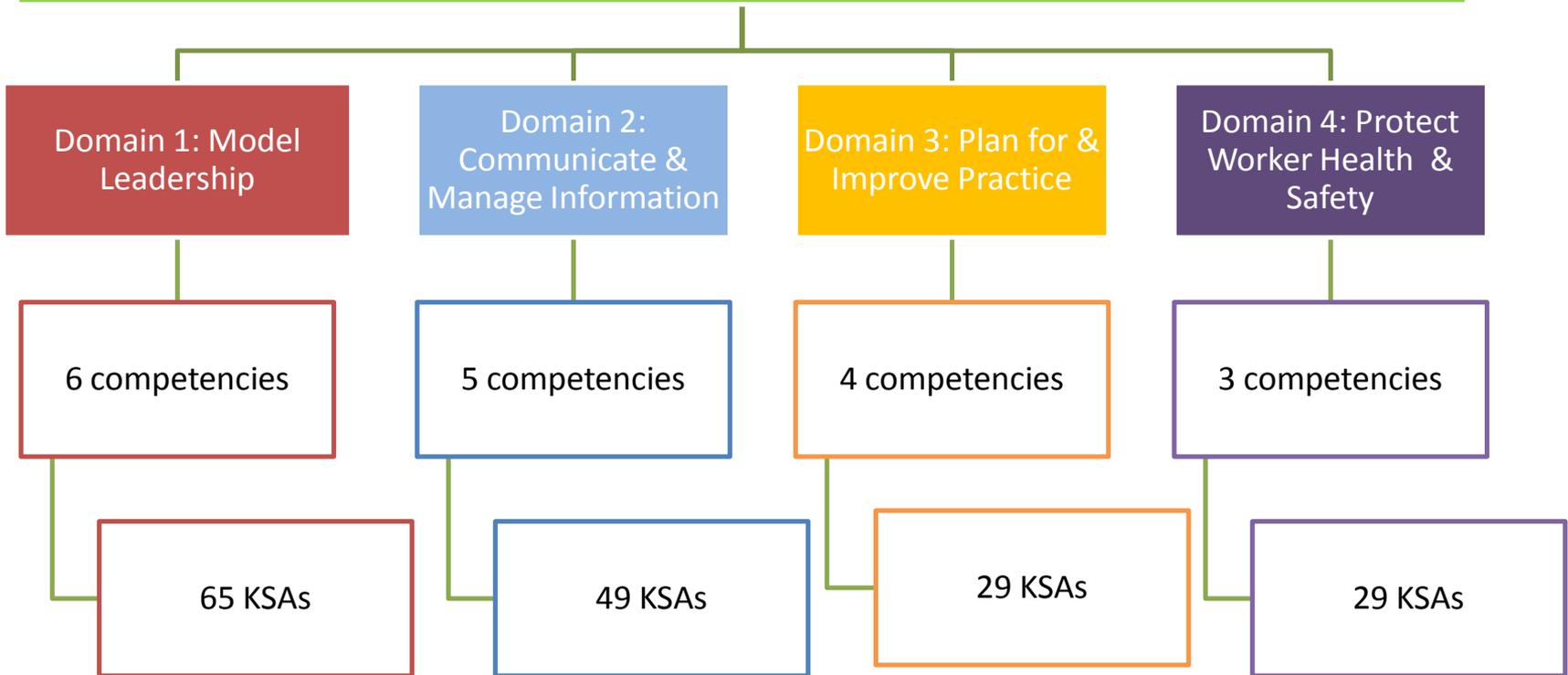
Foundational public health competencies

Generic health security or emergency core competencies

Position-specific or professional competencies

Public Health Preparedness and Response Competency Map

Development of Knowledge, Skills & Attitudes (KSA)



Operationalizing the Competencies

- **Preparedness & Emergency Response Learning Centers (PERLC) established by CDC (formerly called Centers for Public Health Preparedness or CPHP) are mandated by federal legislation to use competency-based training**
- **14 PERLC at accredited, graduate schools of public health provide preparedness and response training and education to fulfill the needs of the public health workforce in 39 states and the District of Columbia**

Challenges

- **Defining the relationship of this competency model with other sets, such as the AMA's disaster medicine and PH set**
- **Difficulty of “retrofitting” previously developed training into a new competency model**
- **Updating the competencies over time**
- **Applying the competencies to accreditation, such as Public Health Accreditation Board (PHAB)**
- **Finding time for training in a climate of scarce resources**

Achievements

- **Users are providing feedback from both academic and practice perspectives for future refinement and use of the model**
- **National preparedness of mid-level public health workforce is being enhanced**
- **A resource bank of training materials and courses is being created (exercises, case studies, toolkits, planning guides and symposia)**

Tools and Resources (www.asph.org)



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FEATURED NEWS

ASPH Announces 2012 Undergraduate Summit and Launches Undergraduate Web Resource



This week, ASPH announced the **second annual Summit on Undergraduate Education for Public Health** will be held on **Saturday, October 27, 8:30 a.m. – 5 p.m. in San Francisco, CA**, in conjunction with the ASPH and American Public Health Association (APHA) annual meetings. This event is intended for public health professionals and educators involved or interested in undergraduate education for public health. Attendees will have the opportunity to learn and contribute to discussions about the new framing of undergraduate education for the next century, curriculum articulation and

evolution; evaluation and assessment; finding faculty; and more topics, all with an emphasis on learning from peers. [\[more\]](#)

ASPH/CDC Public Health Fellowship Program - Now Accepting Applications!

ASPH is currently accepting applications for the 2012 **ASPH/Centers for Disease Control and Prevention (CDC) Public Health Fellowship Program** and the deadline to apply is **11:59 p.m., Friday, May 4**. The purpose of the fellowship program is to provide opportunities for recent SPH graduates to round out their academic training and gain practical public health experience with the CDC. Fellows will benefit from: exposure to state-of-the-art technology and databases; acquisition of skills and knowledge to enhance their careers; and interaction with technical experts in their chosen fields. [\[more\]](#)



ASPH/CDC Public Health Fellowship Program

Now Accepting Applications



ASPH *workgroups*
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Learning Experience Reflection

Lori Graham, PhD

Assistant Professor

Health Science Center's College of Medicine and
School of Rural Public Health

Texas A&M

Round Rock, TX

Learning Experience Reflection

What was your most memorable learning experience?

- **Think about why...**

Can you consider this as you prepare to lead a training?



How are competencies met, used and assessed in training in your own practices?

Do you know what the competencies are for your training?

Are you considering your audience?

Can you prioritize what they need to know?



Can you deliver the material in an engaging way? Are the students in the photo “engaged?”

Consider these things:

- *Are you teaching adults?*
 - *Are there differences in teaching adults?*
 - *Will all of the adults in your trainings learn and understand what you present in the same way?*
 - *Do you know what they already know?*
-

Knowles proposed--

“six commandments” of Adult Learning:

Need to know

Seeking practical; what is useful to them?

Learner's self-concept

Autonomous and self-directed

Role of learners' experiences

Foundation of knowledge

Readiness to learn

Orientation to learning

Relevancy and goal oriented

Motivation

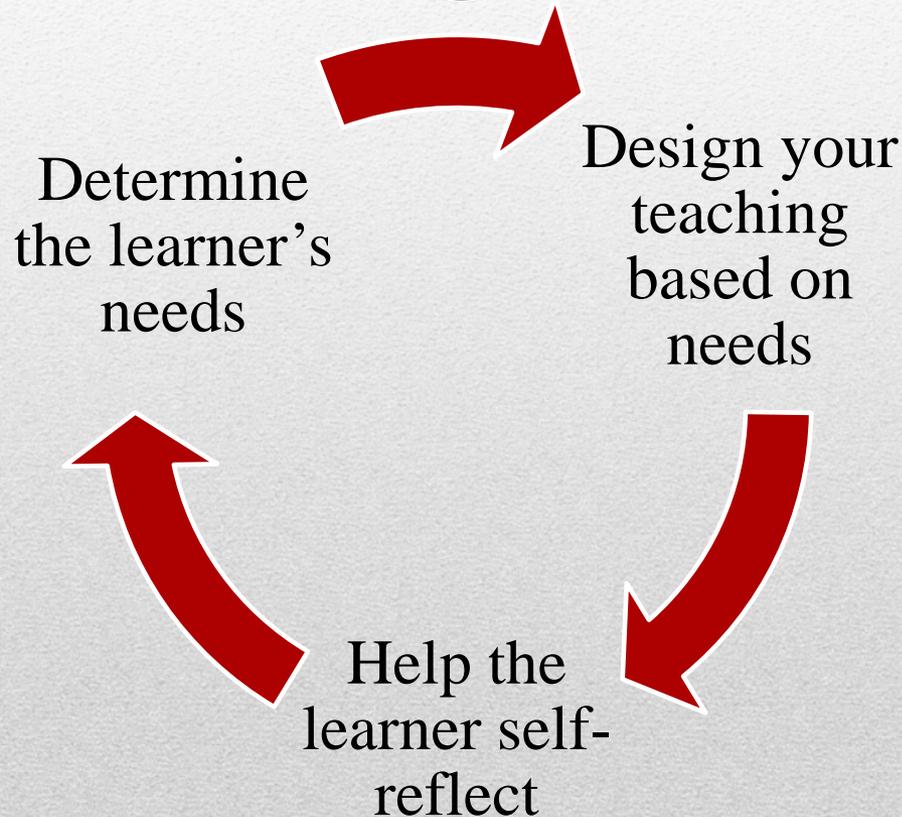
(Knowles, et al., 1998)

Is it possible someone could be thinking...



- I have a lot of material and a very short amount of time.
 - I don't have time to worry about what they know or don't know.
 - I can't be creative in sharing this information. I just have to deliver it and go on. There's too much information.
-

...for effective education and training...



Four Important Elements of learning:

These are not new concepts but are critically important to the learner:

1. Motivation

Help the learner recognize the “need” for learning.

2. Reinforcement

This is always a part of the teaching-learning process.

Four Important Elements, continued

3. Retention

All learners need to demonstrate some degree of retention through various methods of application.

4. Transference

Can they transfer and apply their learning to a new setting or situation?

(Lieb, 1991)

How are competencies met/used in trainings?

- Overview development?
- Competencies
- Audience
- Prioritize

Let's look at curriculum alignment...

Curriculum Alignment Template

Domain 1: Model Leadership

Competency	KSA	Learning Objective	Course(s)	Instructional Method	Evaluation Method
1.1 Solve problems under emergency conditions.	Analyze dysfunctions within a public health emergency response system.	<ul style="list-style-type: none"> * Identify components of a public health emergency response system. * Define dysfunction. * Describe the types of dysfunctions that occur in a PH emergency response system. 	Basic Emergency Preparedness for Public Health Workers	<ul style="list-style-type: none"> * Case scenarios * Lectures * Small group activities * Discussion 	<ul style="list-style-type: none"> * Case studies * Group presentations * Essays

Personal Safety and Health for Emergency Responders

Overview:

There is no way to sugarcoat a hazard experience. Disasters by their very nature are stressful.

Responders, however, have tools to help mitigate and manage stress. You can start by preparing yourself before deployment. There are things you can do while deployed to help manage your stress, as well as things you can do after your deployment is over.

This module reviews a responder's total preparedness—before, during, and after an emergency experience.

Objectives: (I did this part for you. These are the objectives they listed.)

By the end of Personal Safety and Health for Emergency Responders training, the learner will be able to:

- classify any emergency scenario into one of three classes of hazards.
- identify common injuries that are often sustained during a disaster, including physical injuries, chemical exposures, and infectious diseases.
- discuss psychological safety and health for emergency responders.
- give examples of how emergency responders may protect themselves before, during, and after an emergency response.

Capabilities

Capability 14: Responder Safety and Health

Function 1: Identify responder safety and health risks

Function 2: Identify safety and personal protective needs

Function 3: Coordinate with partners to facilitate risk-specific safety and health training

Function 4: Monitor responder safety and health actions

Competencies

Model Leadership

1.3 Manage behaviors associated with emotional responses in self and others.

Protect Worker Health and safety

4.1 Maintain personal/family emergency preparedness plans.

4.2 Employ protective behaviors according to changing conditions, personal limitations, and threats.

Overview sample-TAMHSC-School of Rural Public Health

What information is critical for me to be sure I understand in the case of _____?

Identify opportunities for using competencies in one's own training programs

Let's try an example...

How do you engage the audience?

What about assessment?

References:

- Gaiser, R. (2010). The Adult Learner: Is it Necessary to Understand for Teaching Anesthesiology. 48(3),1-12.
- Knowles, M. (1998). The adult learner: The definitive classic in adult education and human resource development. Houston: Gulf Publishers.
- Lieb, S. (1991). Principles of Adult Learning. Arizona Department of Health Services.

Information also adapted from the following online learning modules produced by the Office of Faculty Development, Texas A&M Health Science Center, College of Medicine, College Station, TX.:

- Adult Learning Theory: West, C. & Graham, L. , 2011
- Knowing Your Audience: White, B.A., West, C., & Graham, L. , 2011

Images: Microsoft Stock Photo Collections.
