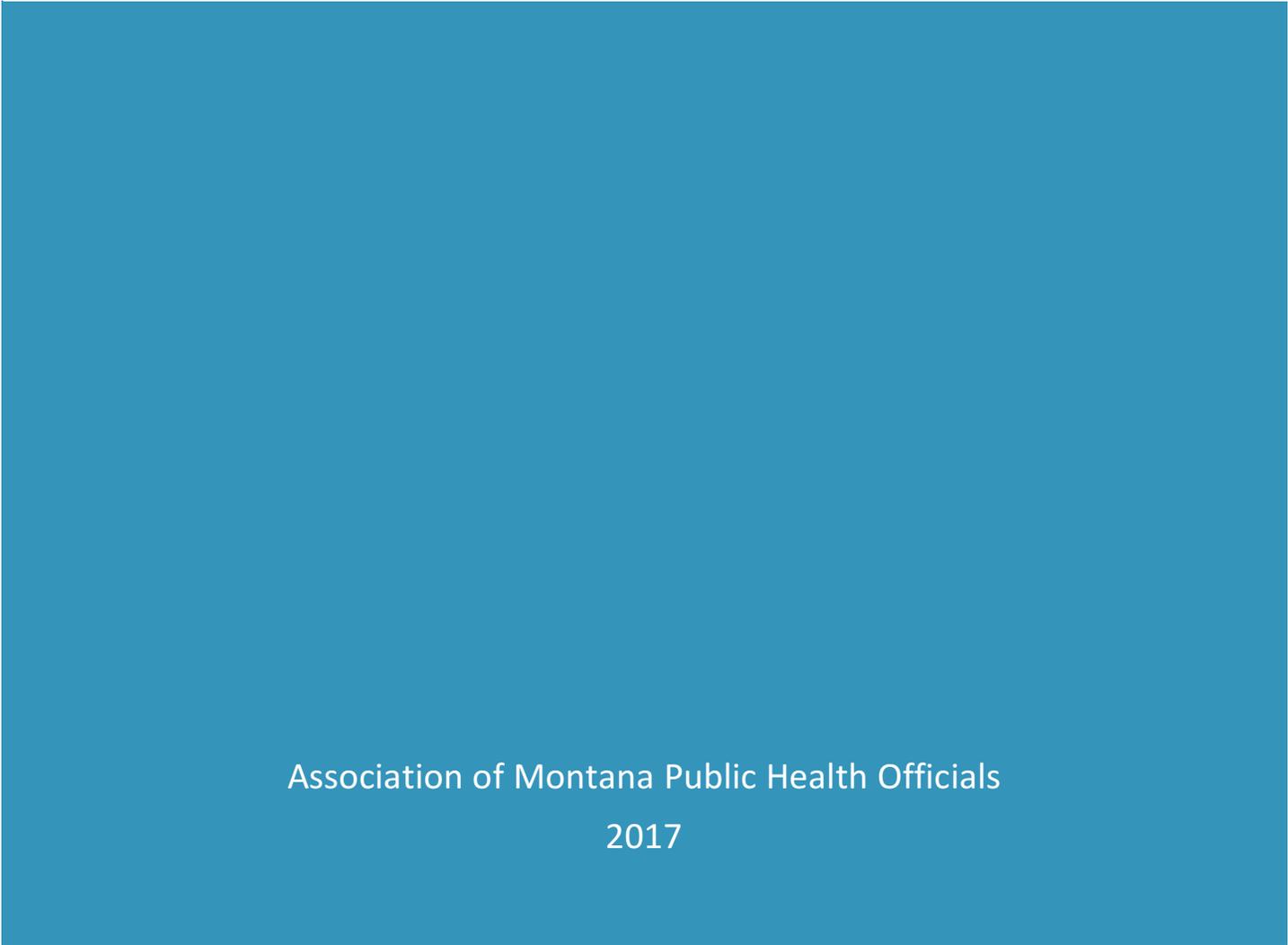# MONTANA PUBLIC HEALTH MENTORSHIP PROGRAM HANDBOOK

Association of Montana Public Health Officials

2017

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Introduction

The Association of Montana Public Health Officials (AMPHO) welcomes you to the Montana Lead Local Health Official Mentorship Orientation Program! We have planned a robust program to help orient you to the Montana Public Health System and introduce you to concepts and strategies you will encounter as you progress through your public health career. This program is not intended to teach you everything you need to know about public health; rather, it will help orient you to the system in which you will be working and provide you with a mentor to help guide and support you. This program incorporates a variety of teaching methods and experiences, including in person networking, online and distance learning and support, and on-site visits for mentors and mentees. Additionally, each new lead local public health official (LLPHO) will complete an individualized learning plan to meet their learning needs and to identify further areas of study.

Statement of Purpose

To provide resources and knowledge needed by LLPHOs. Through this program, LLPHOs will develop competencies, learn to navigate the Montana public health system, and understand their role in it.

Goals

1. Assure a smooth transition and transfer of knowledge for local public health leadership.
2. Assure a competent local public health workforce.

Objectives

By participating in the Montana Public Health Mentorship Orientation Program, new LLPHOs can expect to:

1. Understand the foundations of public health, including concepts such as: basic public health science, ten essential services, public health competencies, population-based practice, and public health law.
2. Understand where to find information, support, and technical assistance to address public health issues in local health jurisdictions.
3. Explore leadership, business, political, and management skills needed to effectively lead a local health department.
4. Explore cross-jurisdictional sharing and related issues.

Program

Topics that will be covered in program:

Topics covered in person:

- Leadership
- Individual Development Plans
- Mentorship Process

Topics that will be covered in four webinars throughout the program:

- Leadership
- Legal Infrastructure
- Budget
- Performance Management/Quality Improvement/Program Evaluation

Topics covered in this manual for additional self-study:

- Foundations of Public Health
- Public Health Practice
- Public Health Budgets
- Public Health Accreditation
- Human Resource Management
- Leadership
- Public Health Nursing
- Public Health Law
- Cross-jurisdictional sharing

Structure of the Program:

This program will consist of:

- Kick-off meeting in person
- Four webinars
- Monthly conference calls
- One or two on-site visits between mentors and mentees

- Check in calls, emails, and regular communication between mentors and mentees.
- Closing Celebration

Individual Development Plans

This program utilizes Individual Development Plans (IDP) as a tool for participants to develop three specific learning goals for the year-long process. These will be designed to meet your individual needs and the needs of your health department. This IDP will allow you to identify skills to build in the next year and communicate those to your mentor. It will be a living document and can be amended as needed throughout the year as you determine is necessary and appropriate.

There are some factors you should keep in mind when creating your IDP: timing, resources, and accountability. You have flexibility in creating your goals and deadlines. You can create a goal that will be achieved in a couple of months, or goals that will take the whole year to accomplish. Please consider the resources needed to achieve your goals. One of the reasons people fail to reach goals is because the resources such as time, money, or support, either don't exist or don't exist in the amount expected. Consider these factors when developing your goals. Your mentor will provide support and accountability for the goals in your IDP. Your mentor may know of resources that can help you achieve your goals.

Considerations:

- **Goals should be SMART**: (S) Specific, (M) Measurable, (A) Agreed upon, (R) Realistic, (T) Time-bound. If written properly, it will be clear whether or not you have achieved your goal.
- **Goals:**
  - **What are your personal/professional goals for the next year?**
    - What are the concepts you need to learn, skills you need to develop, and competencies you need to acquire to achieve these goals?
  - **What are your organizational goals for the next year?**
    - What improvements or changes does your organization need to make to improve the health of your community?
      - What policies, programs, or services need to be improved or put in place?
      - What are the concepts you need to learn, skills you need to develop, or competencies you need to acquire to achieve these goals?

- What improvement or change does your organization need to make to improve the internal functioning of your health department?
  - What systems, processes, and functions need to be improved or put in place to achieve this?
  - What are the concepts you need to learn, skills you need to develop, or competencies you need to acquire to achieve these goals?
- **Resources:**
  - For each goal, what resource might you need to achieve it?
    - What resources exist?
    - What additional resources might you need?
    - Where could you find these resources?
    - Who need to be involved in assuring resources are available.
  - Keep in mind, all of this might not be known as you develop your IDP. Again, IDPs should be living, breathing documents that guide you throughout the year to achieve your goals.

IDP templates can be found in attachment A.

Roles

Mentor Role

Mentors serve as peer coaches for newer LLPHOs and share from their own knowledge, expertise, experience, and point of view. Local health department may have different challenges, processes, and personalities; some even have different structures of governance. The mentor's role is to be a sounding board when needed, who can provide some discernment in terms of assessing the situation that the new LLPHO is encountering.

Experienced LLPHOs serving as mentors have the following responsibilities:

- Support the mentee's learning process,
- Provide feedback to the mentee,
- Share your knowledge, expertise, and experiences with the new LLPHO,
- Be open to learning from the mentee,
- Support, coach, and encourage the mentee,
- Maintain agreed upon contact frequency and allocate time and energy for meetings,
- Participate in the full program, including the evaluation component,

- Keep the mentee on track to achieve his/her IDP.

Mentee Role

The role of the LLPHO is exciting, but complex one, full of nuances in public health law, dealings with county and state officials, and employee management. The goal of this program is to support new LLPHOs as they assume that role. However, it must be said, <u>you are ultimately responsible for your agency and the decisions that are made even while you are in this program</u>. Providing you with the support and helpful advice of a mentor cannot substitute for your own judgment about what is right for your agency. Mentors have their own unique perspective, one that they have formed over time in their own agency, and in dealing with their unique circumstances. What mentors can provide for you is a sounding board; someone who has been around the block and can help you assess situations with which you are dealing. Mentors may know about resources with which you are not familiar, or a person you could call for more information; but, they cannot be a substitute for your judgment.

Mentee Responsibilities:

- Take initiative and drive the relationship
- Seek feedback from your mentor
- Be a proactive learner
- Be open to what the mentor can share
- Develop goals for your IDP and track your progress in achieving them
- Attend in-person learning sessions and webinars
- Maintain agreed upon contact frequency and allocate time and energy to meetings
- Participate in the full program, including evaluation component.

What is Public Health?

Public Health is the science of protecting and improving the health of populations, providing a foundation for our health care system. According to the American Public Health Association (2017), "public health promotes and protects the health of people and the communities where they live, learn, work, and play" (para 1).

The Public Health System is comprised of public, private, and voluntary entities that deliver public health services such as: governmental public health agencies, healthcare providers, public safety agencies, human service and charity organizations, education and youth development organizations, economic and philanthropic organizations, and environmental agencies and

organizations (Centers for Disease Control and Prevention, 2014). These agencies and organizations are inter-related within the community.
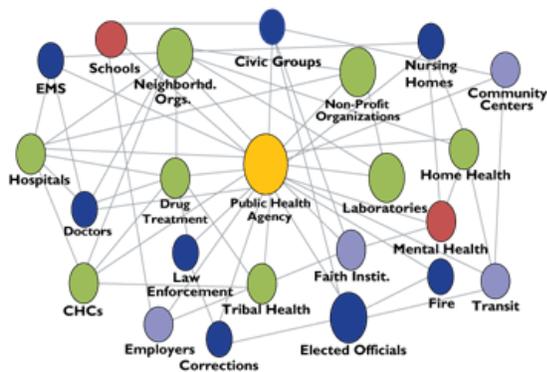

Figure 1: An illustration of the partners that comprise the public health system. Reprinted from Public Health Practice Program Office, Centers for Disease Control and Prevention, (2002). Retrieved from https://www.cdc.gov/nphpsp/essentialservices.html. Reprinted with permission.

To read more about the public health system: https://www.cdc.gov/nphpsp/essentialservices.html

Core Functions of Public Health

1. Assessment
   - Assess the health needs of the community.
   - Systematically collect, assemble, and make available health information on the public.
   - Investigate health effects and hazards in the community to understand the magnitude of the problem, and the duration, trends, location, population at risk, and control of the problem.
   - Analyze health problems by examining the etiologic, risk, and contributing factors to understand the problem and identify factors contributing to the control or prevention of the health problem.
2. Policy Development
   - Advocate for the public's health.
   - Generate support to address community health needs and issues.
   - Establish collaborative relationships between public health and other health and human-related organizations in the community.
   - Facilitate a community process to rank health needs, their consequences, economic impact, and the community readiness to prevent or control the problem.

- Collaborate with the community to formulate goals and objectives to meet the priority health needs of the community.
3. Assurance
    - Manage financial and human resources to meet priority community health needs.
    - Prioritize health needs through a community process.
    - Evaluate programs and provide quality assurance.
    - Inform and educate the public about health problems and resources available.

To read more about the Core Functions of Public Health, go to:

https://www.cdc.gov/nceh/ehs/ephli/core_ess.htm

http://ocw.uci.edu/opencourses/09f/89300/core_functions.pdf

The Ten Essential Public Health Services

The Ten Essential Public Health Services provide the framework of public health and describe the activities for which public health is responsible for.

1. Monitor health status to identify and solve community health problems.
2. Diagnose and investigate health problems and health hazards in the community.
3. Inform, educate, and empower people about health issues.
4. Mobilize community partnerships and action to identify and solve health problems.
5. Develop policies and plans that support individual and community health efforts.
6. Enforce laws and regulations that protect health and ensure safety.
7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable.
8. Assure a competent public and personal healthcare workforce.
9. Evaluate effectiveness accessibility, and quality of personal and population-based health services.
10. Research for new insights and innovative solutions to health problems.

To read more about The Ten Essential Public Health Services, go to:

http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/ten-essential-public-health-services/main

https://www.healthypeople.gov/2020/topics-objectives/topic/public-health-infrastructure
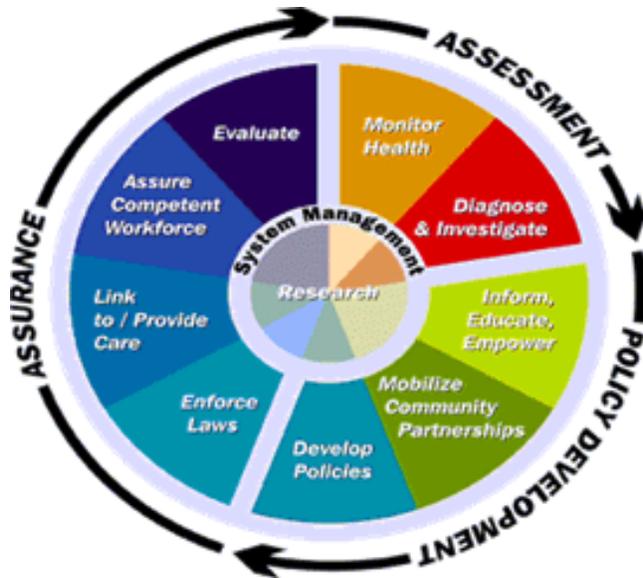
Figure 2: The Core Functions and 10 Essential Public Health Services. Reprinted from Core Public Health Functions Steering Committee, (1994), in Centers for Disease Control and Prevention. Retrieved from https://www.cdc.gov/nphpsp/essentialservices.html . Reprinted with permission.

Public Health Core Competencies and Quad Council Competencies for Public Health Nurses

The Core Competencies for Public Health Professionals are a set of skills defined for the practice of public health, as defined by the 10 Essential Public Health Services, created by the Council on Linkages between Academia and Public Health Practice (Public Health Foundation, 2016). Shortly before the Core Competencies for Public Health Professionals were released in 2001, a framework was also created for public health nurse functions (Swider, Krothe, Reyes, & Cravetz, 2013). After the release of the Core Competencies for Public Health Professionals, appointed members of the Quad Council of Public Health Nurse Organizations reviewed the established competencies and specifically revised them for use for public health nurses (Swider et al., 2013). The Quad Council Competencies for Public Health Nurses can be utilized to guide the practice of public health nurses in many settings, including local health departments, and are the foundation of public health nurse practice (Swider et al., 2013).

The Quad Council Competencies for Public Health Nurses and the Core Competencies for Public Health Professionals are aligned and based on the same domains and basic structure

(Public Health Foundation, n.d.). Both sets of competencies are organized in eight domains and three tiers. The eight domains are:

- Analytical/assessment skills
- Policy development/program planning skills
- Communication skills
- Cultural competency skills
- Community dimension of practice
- Public health science skills
- Financial planning and management skills
- Leadership/systems thinking skills
  (Public Health Foundation, 2016; Quad Council of Public Health Nursing Organizations, 2011).

To read more about Public Health Core Competencies:

http://www.phf.org/resourcestools/pages/core_public_health_competencies.aspx

http://www.phf.org/resourcestools/Documents/Core_Competencies_for_Public_Health_Professionals_2014June.pdf

To read more about Quad Council Competencies for Public Health Nurses:

https://www.achne.org/files/quad%20council/quadcouncilcompetenciesforpublichealthnurses.pdf

The Montana Public Health System

Montana's public health system is decentralized, consisting of a state health department, The Montana Department of Health and Human Services, local health departments, and Tribal health departments. Public health programs are implemented at the federal, state, and local level. The local level bears the primary responsibility for public health. Local and Tribal health departments vary greatly in funding, workforce, and structure throughout the state. Montana has fifty-one local health departments and seven tribal health departments.

Montana Public Health Law

There are several sources of legal authority for public health in Montana which include the Montana Code Annotated (MCA) and Administrative Rules, as the primary sources. Most public health law in the MCA can be found in Title 50: Health and Safety and Chapter 1: Administration of Public Health Laws, primarily in 50-2-116 Boards of Health and 50-2-118

Health Officers. However, references to both Boards of Health and Health Officers can be found scattered throughout the statutes.

Links to Montana Public Health Law:

- Montana Health and Safety, Local Boards of Health, 50-2-1: http://leg.mt.gov/bills/mca_toc/50_2_1.htm
- Montana Powers and Duties of Local Boards of Health, 50-2-116: http://leg.mt.gov/bills/mca/50/2/50-2-116.htm
- Montana Local Health Officers, 50-2-118: http://leg.mt.gov/bills/mca/50/2/50-2-118.htm
- Montana Clean Indoor Air Act, 50-40-1: http://leg.mt.gov/bills/mca_toc/50_40_1.htm
- Montana Isolation and Quarantine, 50-1-204: http://leg.mt.gov/bills/mca/50/1/50-1-204.htm
- Montana Duty to Report Communicable Disease, 37-2-301 : http://leg.mt.gov/bills/mca/37/2/37-2-301.htm
- Montana Administration of Public Health Laws, 50-1-1: http://leg.mt.gov/bills/mca_toc/50_1_1.htm
- Montana Immunization Law, 20-5-403 : http://leg.mt.gov/bills/mca/20/5/20-5-403.htm
- Montana FICMMR law,
  - Access to information, 50-19,402: http://leg.mt.gov/bills/mca/50/19/50-19-402.htm
  - Local review teams, 50-19-403: http://leg.mt.gov/bills/mca/50/19/50-19-403.htm
  - Confidentiality, 50-19-404: http://leg.mt.gov/bills/mca/50/19/50-19-404.htm
  - Civil Penalty, 50-19-405 : http://leg.mt.gov/bills/mca/50/19/50-19-405.htm
  - Unauthorized disclosure, 50-19-406: http://leg.mt.gov/bills/mca/50/19/50-19-406.htm
- HIPAA: http://leg.mt.gov/bills/mca/50/16/50-16-801.htm
- Administrative Rules: http://www.mtrules.org/gateway/department.asp?DeptNo=37

Other Resources:

TOPIC	RESOURCES AND TOOLS
I. **Foundations of Public Health** **Topics:** a) Introduction to Public Health/Public Health Nursing b) Public Health Definition of Role and Responsibilities (Core Functions, Ten Essential Services) c) Definition of Population Based Practice d) Strategies for Public Health – Evidence Based Practice e) Operational Definition of Public Health f) Social Determinants of Health g) Public Health Interventions h) Health Equity **Competencies:** • Describe the foundations of public health and how they apply to the work in the community. • Describe social determinants of health. • Clearly describe examples of public health interventions in your county. • Recognize the ways in which diversity influences policies, programs, services, and the health of a community • Applies public health sciences	a. Public Health Nurse Ready/Foundations in Public Health http://www.albany.edu/sph/cphce/certificates.shtml b. Core Functions of Public Health: https://www.cdc.gov/nceh/ehs/ephli/core_ess.htm Ten Essential Services http://www.cdc.gov/nphpsp/essentialservices.html c. Minnesota State Health Department: http://www.health.state.mn.us/divs/opi/cd/phn/docs/0303phn_popbasedpractice.pdf http://elearning.loyno.edu/masters-nursing-degree-online/resource/population-focused-healthcare d. Tutorial: https://phpartners.org/tutorial/04-ebph/ Healthy People 2020: http://www.healthypeople.gov/2010/hp2020/advisory/pdfs/EvidenceBasedClinicalPH2010.pdf CDC: https://www.cdc.gov/pcd/issues/2012/11_0324.htm 10 hour Class Series: https://www.nwcphp.org/training/opportunities/online-courses/evidence-based-public-health-training-series e. National Association of County and City Health Officials (NACCHO) Operational Definition of a Local Health Department: http://www.naccho.org/topics/infrastructure/accreditation/OpDef.cfm f. Social Determinants of Health http://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-health g. Community Guide - Prevention Guidelines

	• Explains the structures, functions, and authorizations of governmental public health programs and organizations	http://www.thecommunityguide.org/ h. Plan for Health: http://plan4health.us/health-equity-resources/ Unnatural Causes: http://www.unnaturalcauses.org/ CDC Health Equity: https://www.cdc.gov/chronicdisease/healthequity/index.htm
II.	**Public Health Practice** **Topics:** a) Program Planning b) Program Evaluation c) Evidence Based Public Health Strategies d) Data Collection e) Epidemiology **Competencies:** • Determines quantitative and qualitative data and information • Ensures ethical principles are applied in accessing, collecting, analyzing, using, maintaining, and disseminating data and information • Evaluates the validity and reliability of Data • Ensures the evaluation of policies, programs, and services • Evaluates strategies for communicating information to influence behavior and improve health	a. Empire State Public Health Training Center Program Planning and Evaluation: http://www.phtc-online.org/learning/pages/catalog/PE/ Empire State Public Health Training Center Policy Change and Health Promotion in Program Planning: http://www.phtc-online.org/learning/pages/catalog/moveit/ b. Empire State Public Health Training Center Program Planning and Evaluation: http://www.phtc-online.org/learning/pages/catalog/PE/ Empire State Public Health Training Center Program Evaluation: http://www.phtc-online.org/learning/pages/catalog/ev/ c. Northwest Center for Public Health Practice Evidence Based Public Health Course: http://phlearnlink.nwcphp.org/enrol/index.php?id=284 d. Northwest Center for Public Health Practice Data Collection for Community Health Assessment, Analysis and Interpretation of Public Health Data 1: http://phlearnlink.nwcphp.org/course/view.php?id=164 Analysis and Interpretation of Public Health Data 2: http://phlearnlink.nwcphp.org/enrol/index.php?id=165 NWCPHP Overview of Public Health Data: http://phlearnlink.nwcphp.org/course/view.php?id=163

	• Ensures that community input is used for developing, implementing, evaluating, and improving policies, programs, and services • Uses evidence in developing, implementing, evaluating, and improving policies, programs, and services • Uses evaluation results to improve program and organizational performance • Describes program performance standards and measures	e. Northwest Center for Public Health Practice Basic Concept in Infectious Disease Epidemiology: http://phlearnlink.nwcphp.org/enrol/index.php?id=44 NWCPHP Cause and Effect in Epidemiology: http://phlearnlink.nwcphp.org/enrol/index.php?id=72 NWCPHP Data Interpretation (Epidemiology): http://phlearnlink.nwcphp.org/enrol/index.php?id=50 NWCPHP Measuring Risk in Epidemiology: http://phlearnlink.nwcphp.org/enrol/index.php?id=41 NWCPHP What is Epidemiology: http://phlearnlink.nwcphp.org/enrol/index.php?id=9 Michigan Public Health Training Center Epidemiology for Non-Epidemiologists: http://miphtcdev.web.itd.umich.edu/trainings/epidemiology-non-epidemiologists
III.	**Public Health Systems** **Topics:** a) National Partners b) State Partners c) State Health Improvement Plan d) Healthy People 2020 **Competencies:** • Describes public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels	a. Centers for Disease Control and Prevention: www.cdc.gov National Association of County and City Health Officials: http://www.naccho.org/ b. Department of Public Health and Human Services: http://dphhs.mt.gov/publichealth Association of Montana Public Health Officials Montana Public Health Association: http://ampho.org/ Montana Public Health Association: http://www.mtpha.com/ c. State Health Improvement Plan: http://dphhs.mt.gov/Portals/85/publichealth/documents/Accreditation/Big%20Sky%20New%20Horizons%20final.pdf d. Healthy People 2020: https://www.healthypeople.gov/

| IV | **Public Health Budgets**

Topics:
  a) How to budget
  b) Financial Planning
  c) Grant Writing
  d) Contract/Grant Management
  e) Negotiation
  f)   Cross Jurisdictional Sharing

Competencies:
  • Assesses assets and resources that can be used for improving the health of a community
  • Negotiates for use of assets and resources
  • Defends policies, programs, and resources that improve health in a community
  • Explains public health and health care funding mechanisms and procedures
  • Develops and defends program budgets | a. CDC Public Health Economic Tools: https://www.cdc.gov/stltpublichealth/pheconomics/
Empire State Public Health Training Center How to do a lot with a little: Economic Analysis in Public Health: http://www.phtc-online.org/learning/pages/catalog/alot/default.cfm
TRAIN Budget Planning and Management: https://www.train.org/main/course/1028064/
TRAIN Public Health Financial Management: https://www.train.org/main/course/1012722/
b. NWCPHP Financial Planning: http://phlearnlink.nwcphp.org/enrol/index.php?id=267
c. Michigan Public Health Training Center Essentials of Grant Writing for Foundations: http://miphtcdev.web.itd.umich.edu/trainings/essentials-foundation-grant-writing-0
d. TRAIN Grant Management: https://www.train.org/main/course/1068931/
e. TRAIN Negotiating Skills for Changing Times: https://www.train.org/main/course/1012710/
f. Center for Sharing Public Health Services: http://phsharing.org/
f. National Association of Counties Podcast: http://www.naco.org/resources/cross-jurisdictional-sharing |
| V | **Public Health Accreditation**

Topics:
  a) Public Health Accreditation Board
  b) Community Health Assessment
  c) Community Health Improvement Plan | a. PHAB: http://www.phaboard.org/
b. CDC: https://www.cdc.gov/stltpublichealth/cha/plan.html
Minnesota Department of Health: http://www.health.state.mn.us/divs/opi/pm/lphap/cha/ |

d) Strategic Plan **e)** Workforce Development Plan **f)** Quality Improvement **g)** Performance Management **h)** Standards and Measures for Accreditation **<u>Competencies:</u>** - Integrates findings from quantitative and qualitative data into organizational plans and operations - Ensures development of community health assessments using information about health status, factors influencing health, and assets and resources - Determines community health status and factors influencing health in a community - Makes evidence-based decisions - Ensures development of a community health improvement plan - Develops organizational strategic plan	NACCHO: http://archived.naccho.org/topics/infrastructure/CHAIP/ c. NACCHO: http://archived.naccho.org/topics/infrastructure/CHAIP/ Examples (NACCHO): http://archived.naccho.org/topics/infrastructure/CHAIP/guidance-and-examples.cfm Minnesota Department of Health: http://www.health.state.mn.us/divs/opi/pm/lphap/chip/ d. NACCHO: http://www.naccho.org/uploads/downloadable-resources/Programs/Public-Health-Infrastructure/StrategicPlanningGuideFinal.pdf Minnesota Department of Health: http://www.health.state.mn.us/divs/opi/pm/lphap/stratplan/ Michigan Association for Public Health: http://www.malph.org/sites/default/files/files/Health%20Improvement/Strategic%20Plans/Key%20Components%20to%20a%20Strategic%20Plan.pdf e. ASTHO: http://www.astho.org/Accreditation-and-Performance/Workforce-Development-Plan-Toolkit/Home/ Ohio State University Center for Public Health: https://cph.osu.edu/practice/workforce-development-plan-template f. NACCHO: http://archived.naccho.org/topics/infrastructure/accreditation/quality.cfm APHA: https://www.apha.org/about-apha/centers-and-programs/quality-improvement-initiatives

		Minnesota Department of Health: http://www.health.state.mn.us/divs/opi/qi/toolbox/ Ohio Center for Public Health Practice Template for QI Plan: https://cph.osu.edu/practice/workforce-development-plan-template Empire State Public Health Training Center Basics of Quality Improvement for Public Health Practitioners: http://www.phtc-online.org/learning/pages/catalog/pm-qi-basics/ g. PHF: http://www.phf.org/focusareas/performancemanagement/toolkit/Pages/Performance_Management_Toolkit.aspx CDC: https://www.cdc.gov/stltpublichealth/performance/journey.html Minnesota Department of Health: http://www.health.state.mn.us/qi/ Empire State Public Health Training Center Introduction to Performance Management: http://www.phtc-online.org/learning/pages/catalog/pm-intro/ h. PHAB: http://www.phaboard.org/wp-content/uploads/SM-Version-1.5-Board-adopted-FINAL-01-24-2014.docx.pdf

VI	**Human Resource Management**
	
	Topics:
	  a) Staff recruitment/retention
	  b) Supervising
	  c) Succession Planning
	Competencies:
	  • Establishes teams for the purpose of
		a. Human Resource Management newsletter: https://www.msh.org/sites/msh.org/files/emanager_2009no1_hrm_english.pdf b. Empire State Public Health Training Center Mastering the Roles of Supervision: http://www.phtc-online.org/learning/pages/catalog/supervision/ TRAIN Managing and Motivating Effective Public Health Performance: https://www.train.org/main/course/1012785/

		achieving program and organizational goals	c. Being Smart about Succession Planning on TRAIN: https://www.train.org/main/course/1020563/
		• Motivates personnel for the purpose of achieving program and organizational goals	TRAIN Succession Planning Part 1 of 3: https://www.train.org/main/course/1062243/ TRAIN Succession Planning Part 2 of 3: https://www.train.org/main/course/1062242/ TRAIN Succession Planning Part 3 of 3: https://www.train.org/main/course/1062241/ Other Human Resource Management Sources: Society for Human Resource Management: www.shrm.org • Free blog • Membership; $95 per year • eLearning Subscription $229/year for members, $249/year for non-members Montana Department of Administration: • State Professional Development Center: http://pdc.mt.gov/ • Classes offered onsite • Fee
VII	**Leadership** **Topics:** a) Leadership b) Transformational leadership c) Community Engagement d) Developing Relationships e) System Thinking f) Communication g) Advocacy h) Lobbying vs. advocacy	a. TRAIN Advanced Leadership and Practice: https://www.train.org/main/course/1031840/ TRAIN Transition from Management to Leadership: https://www.train.org/main/course/1048334/ b. TRAIN Creating a Context for Change: https://www.train.org/main/course/1041048/ c. TRAIN Community Engagement: https://www.train.org/main/course/1061266/ d. TRAIN 8 Steps to Building Effective Coalitions: https://www.train.org/main/course/1045486/	

	Competencies: • Collaborates with individuals and organizations in developing a vision for a healthy community • Creates opportunities for organizations to work together or individually to improve the health of a community • Ensures the management of organizational change • Advocates for the role of public health in providing population health services	TRAIN Building Professional Partnerships: https://www.train.org/main/course/1030780/ e. TRAIN System Thinking: https://www.train.org/main/course/1064729/ TRAIN Leadership, Strategic Planning and Systems Approaches: https://www.train.org/main/course/1012777/ f. TRAIN Communication Skills: https://www.train.org/main/course/1005188/ TRAIN Leadership Management Communication: https://www.train.org/main/course/1012711/ g. TRAIN Public Health Policy Advocacy: https://www.train.org/main/search?query=advocacy h. TRAIN Advocacy vs. Lobbying in Public Health: https://www.train.org/main/course/1062814/	
VIII	**Public Health Nursing** **Topics:** a) Quad Council of Public Health Nursing Organizations Competencies b) Scope and Standards of Practice c) What is public health nursing **Competencies:** • Practices evidence-based Public Health Nursing to promote the health communities and populations.	a) Quad Council Public Health Nurse Competencies: https://www.achne.org/files/quad%20council/quadcouncilcompetenciesforpublichealthnurses.pdf b) American Nurses Association Scope and Standards of Practice for Public Health Nurses (book): http://www.r2library.com/Resource/Title/1558104909 c) Quad Council Definition of Public Health Nursing: https://www.apha.org/~/media/files/pdf/membergroups/phn/nursingdefinition.ashx Mid-Atlantic Center for Public Health Practice What is Public Health Nursing? http://www.jhsph.edu/research/centers-and-institutes/mid-atlantic-public-health-training-center/training_events/PHN_Learning_Objectives#PHN Historical Perspective	

INDIVIDUAL DEVELOPMENT PLAN – PERSONAL/PROFESSIONAL GOAL
Name: **Date:**

Goal: **The outcome you want to achieve during this program related to personal/professional growth. What is one personal/professional goal you want to achieve?**

Goal:

Activities: **List the specific activities you will undertake to reach your goal. Consider the concepts you need to learn, the skills you need to develop, and the competencies you need to acquire to achieve your goal.**

Measures/Evidence: **What kind of measure or evidence will you use to know that you accomplished the goal?**

Measure:

Activity	Due Date	Way I Will Measure My Success	Comments

Did you accomplish your goal? Yes   □ Partly   □ No   Explain:

INDIVIDUAL DEVELOPMENT PLAN/EXTERNAL ORGANIZATIONAL GOAL
Name: **Date:**

Goal: **The outcome you want to achieve to improve the health of your community. Is there a policy, program, plan, or service that needs to be improved or put into place that will improve the health of your community?**

Goal:

Activities: **List the specific activities you will undertake to reach your goal. Consider the concepts you need to learn, skills you need to develop, or competencies you need to acquire to achieve your goal.**

Measures/Evidence: **What kind of measure or evidence will you use to know that you accomplished the goal?**

Measure:

Activity	Due Date	Way I Will Measure My Success	Comments

Did you accomplish your goal? Yes   □ Partly   □ No   Explain:

INDIVIDUAL DEVELOPMENT PLAN/INTERNAL ORGANIZATIONAL GOAL
Name: Date:

Goal: The outcome you want to achieve. What improvement or change does your organization needs to make to improve the internal functioning of your health department?

Goal:

Activities: List the specific activities you will undertake to reach your goal. Consider the concepts you need to learn, skills you need to develop, or competencies you need to acquire to achieve your goal.

Measures/Evidence: What kind of measure or evidence will you use to know that you accomplished the goal?

Measure:

Activity	Due Date	Way I Will Measure My Success	Comments

Did you accomplish your goal? Yes □ Partly □ No Explain:

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