

<b>APPENDIX</b>	
SUBJECT/TITLE:	Canton City Health Department Competencies for Public Health Professionals
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ASSOCIATED POLICY:	800-019-P Position Descriptions and Competencies
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**CANTON CITY HEALTH DISTRICT COMPETENCIES FOR PUBLIC HEALTH PROFESSIONALS**

The Canton City Health District (CCHD) has adopted three different types of competencies that can be applied to each job position at the CCHD: Organizational, Core, and Professional. Below describes each of these types of competencies, their use and the specific competencies adopted.

**ORGANIZATIONAL COMPETENCIES**

- Organizational Competencies can also be referred to as agency or cross-cutting competencies.
- These competencies are expected for all CCHD employees from an organizational/tier level. These are cross-cutting competencies that transcend the boundaries of the specific disciplines within public health and help to unify the practice of public health.
- Organizational Competencies describes the collective demonstration of competency areas that are core or central to the CCHD mission.
- The CCHD adopted the Council of Linkages Core Competencies to be applied to specific disciplines (see section below). In addition to those, the CCHD selected the organizational competencies from several resources including the CCHD mission, vision and values and employee performance evaluation categories. In addition, CCHD selected other areas of importance to the organization including continuous quality improvement, emergency preparedness and occupational health and safety.
- When incorporating these competencies into the position description:
  - One of the three tiers shall be selected to define the type of position. Tier 1 is generally for front line/entry level employee, which would be the support or professional level of the CCHD organization. Tier 2 is generally for mid-level/supervisory employee, which would be the professional or management level of the CCHD organization. Tier 3 is generally for senior management leadership, which would be the management or health commissioner level of the CCHD organization.
  - The author of the job description will then select the appropriate competencies from the list of available choices in the guidance document. It is permissible to include competencies from more than one tier (for example a tier 2 competency in a front-line employee position description) if applicable to the position.
    - Note: If a Tier 2 or above competency is selected, then it is also necessary to list the applicable Tier 1 of the same competency. This is because it is understood to be able to achieve a Tier 2 level of the competency; the employee is required to also achieve the Tier 1 level.
  - Ideally, all of the competencies in the applicable tier will be selected from each domain. However, there may be some exceptions to this requirement for certain positions.

**Canton City Health District Organizational Competencies**

<b>Competency Category</b>	<b>Tier 1</b>	<b>Tier 2 and Tier 3</b>
<p>1. <b>Customer Focus</b> – Our many and diverse customers, both in the community and within the CCHD, will be treated with thoughtful listening and respect.</p>	<p>1A1. Treats customers/staff with thoughtful listening, respect and courtesy.</p> <p>1A2. Projects a positive image as a professional, competent person; wears proper identification while on duty.</p> <p>1A3. Willingly assists public/staff without "transferring" the problem to others.</p> <p>1A4. Uses appropriate verbal and non-verbal communication indicative of a pleasant place.</p> <p>1A5. Greets customers and listens carefully. Performs with accuracy and thoroughness to ensure customer satisfaction.</p>	<p>1B1. Serves as a role model for one-on-one customer service delivery.</p> <p>1B2. Anticipates broad customer needs based on day-to-day experiences.</p> <p>1B3. Recommends customer-focused processes or solutions to those needs with due consideration for resource constraints.</p> <p>1B4. Provides requested assistance and/or information in a prompt and courteous manner to satisfy the customer.</p>
<p>2. <b>Accountability</b> - Have an effective system to manage resources wisely, to analyze present and future needs, to sustain operations, and to demonstrate accountability. We understand that we are accountable for the health and safety of everyone in the community, and that as a publicly funded organization; we are all responsible for maintaining the public’s trust through credible information, quality programming and services, and fiscal integrity.</p>	<p>2A1. Follows directives and procedures.</p> <p>2A2. Strives to improve knowledge of unit operation.</p> <p>2A3. Accepts responsibility as required.</p> <p>2A4. Responsible and accountable for errors made; strives to perform with accuracy and thoroughness to minimize errors.</p> <p>2A5. Accepts constructive criticism.</p> <p>2A6. Maintains a level of attendance and punctuality necessary to meet the responsibilities for the job.</p> <p>2A7. Conserves CCHD resources through the proper utilization of staff, materials and equipment.</p>	<p>2B1. Consistently achieves high quality results within a minimal timeframe</p> <p>2B2. Effectively manages multiple competing priorities and demands</p> <p>2B3. Anticipates broad work flow needs and prepares for upcoming projects/events in advance, including potential problem resolution</p> <p>2B4. Assumes personal responsibility for own actions</p> <p>2B5. Performs job duties in a manner consistent with time and quality standards</p> <p>2B6. Identifies work flow obstacles to supervisor</p>

**Canton City Health District Organizational Competencies**

Competency Category	Tier 1	Tier 2 and Tier 3
	2A8. Protects the confidentiality of all clients that are served.	2B7. Finds productive activities to fill idle time
<p>3. <b>Equity Ethics &amp; Fairness</b> - Responsive to the needs of the organization and community. Our clients, partners and coworkers know that we will interact with them with fairness and equity, and that we strive to deliver our programs and services and operate in a manner that is just and free from bias or prejudice.</p>	<p>3A1. Interact with clients, community partners and co-workers with fairness and equity.</p> <p>3A2. Adherence to Ethical conduct.</p> <p>3A3. Strive to deliver our programs and services and operate in a manner that is just and free from bias or prejudice.</p> <p>3A4. Treats clients, community partners, and co-workers with dignity, compassion and respect at all times.</p> <p>3A5. Considers and incorporates the culture specific needs of others in order to work with customers from a variety of racial, ethnic, multi-generational, and socioeconomic backgrounds.</p>	<p>3B1. Transparent and inclusive communication (community, staff, partners, etc.).</p> <p>3B2. Institutional commitment to address health inequities.</p> <p>3B3. Hiring to address health inequities.</p> <p>3B4. Structure that supports true community partnerships.</p> <p>3B5. Management support's staff to address health inequities.</p> <p>3B6. Supports community accessible data and planning [i.e. website, Facebook, etc]</p>
<p>4. <b>Continuous Quality Improvement</b> - Evaluate and improve CCHD processes, progress and interventions. Support a culture of continuous quality improvement of CCHD policies and procedures.</p>	<p>4A1. Makes extra efforts to improve performance work methods.</p> <p>4A2. Willingly accepts changes in workload, priorities, or procedures.</p> <p>4A3. Responds to instructions/directions from supervision in a constructive manner.</p> <p>4A4. Carries out changes in policies and procedures.</p> <p>4A5. Completes all required CCHD and job-specific education and training, including that related to continuous</p>	<p>4B1. Is a role model for continuous improvement of work processes.</p> <p>4B2. Anticipates how future changes in the work environment, such as those brought about by technology, will create opportunities for work process improvements.</p> <p>4B3. Works to increase awareness of such opportunities throughout the work group.</p> <p>4B4. May lead continuous improvement efforts for the group with respect to</p>

**Canton City Health District Organizational Competencies**

Competency Category	Tier 1	Tier 2 and Tier 3
	<p>4A6. quality improvement, and can describe how the information relates to specific job responsibilities. May participate in continuous improvement projects and/or committee.</p>	<p>the changes.</p> <p>4B5. Demonstrates willingness to do things differently within the context of continuous improvement.</p> <p>4B6. Actively participates in training and/or on-the-job opportunities to improve processes.</p> <p>4B7. Establish and maintain organizational capacity and resources to support continuous quality improvement.</p>
<p>5. <b>Occupational Health and Safety</b> – All employees will work together to assure a safe work environment for staff and the public.</p>	<p>5A1. Use of sound judgment in regard to safety throughout the work environment.</p> <p>5A2. Demonstrates work habits that contribute to a safe work environment.</p> <p>5A3. Attend and participate in applicable safety meetings and/or other safety-related activities.</p> <p>5A4. Follows all safety rules; proactively works to prevent accidents; complies with occupational safety practices (i.e. use of seat belts, driving the speed limit, proper use of personal protective equipment, use of infection control practices, etc.).</p> <p>5A5. Identifies opportunities to improve safety practices and suggests improvement ideas.</p> <p>5A6. Maintain situational awareness.</p>	<p>5B1. Anticipates how future changes in the work environment, such as those brought about by technology, will create needs for new or enhanced safety rules, practices, procedures, or standards.</p> <p>5B2. Encourages development or updating of safety rules, practices, procedures and/or standards.</p> <p>5B3. Advocates safety focus by identifying and following through on opportunities to implement, enhance or update safety rules, practices, procedures and/or standards.</p> <p>5B4. Ensures occupational safety matters are investigated and brought to resolution promptly.</p>
<p>6. <b>Emergency Preparedness</b> – Be trained and maintain an operational readiness to</p>	<p>6A1. Participate in and respond to public health emergencies and events, which</p>	<p>6B1. Manage information related to an emergency.</p>

**Canton City Health District Organizational Competencies**

<b>Competency Category</b>	<b>Tier 1</b>	<b>Tier 2 and Tier 3</b>
assist in a public health emergency.	<p>may involve working outside of day to day tasks.</p> <p>6A2. Maintain level of readiness (i.e. personal/family preparedness plans, etc.) to accommodate responding to emergencies in short notice if necessary.</p> <p>6A3. Understanding of your roles and responsibilities in the event of an emergency.</p>	<p>6B2. Contribute expertise to a community hazard vulnerability analysis.</p> <p>6B3. Contribute expertise to the development of emergency plans.</p> <p>6B4. Participate in improving the organization’s capacities (including, but not limited to programs, plans, policies, laws, and workforce training).</p> <p>6B5. Identify and coordinate response to public health threats and priorities</p>

## CORE COMPETENCIES

- These competencies reflect the functional part of the employee’s job or the minimum level of expected practice. Core competencies are those that represent a set of skills, knowledge, and attitudes necessary for the broad practice of public health as they apply to front-line staff, senior-level staff, and supervisory and management staff”.
- CCHD has adopted to follow the Council on Linkages “*Core Competencies for Public Health Professionals, June 2014*” as the primary public health competencies for all employees, included as appendix 800-019-03-A of policy 800-019-P, and is also accessible at:  
[http://www.phf.org/resourcestools/Documents/Core\\_Competencies\\_for\\_Public\\_Health\\_Professionals\\_2014June.pdf](http://www.phf.org/resourcestools/Documents/Core_Competencies_for_Public_Health_Professionals_2014June.pdf).
- According to the PHF website listed above, “The Core Competencies for Public Health Professionals (Core Competencies) are a consensus set of skills for the broad practice of public health, as defined by the 10 Essential Public Health Services. Developed by the Council on Linkages Between Academia and Public Health Practice (Council on Linkages), the Core Competencies reflect foundational skills desirable for professionals engaging in the practice, education, and research of public health. These competencies are organized into eight domains, reflecting skill areas within public health, and three tiers, representing career stages for public health professionals.”
- When incorporating these competencies into the position description:
  - The 800-019-03-A reference includes 8 domains. Under each domain, there is a tier level associated.
  - One of the three tiers shall be selected to generally define the type of position (see 800-019-03-A for definitions). Tier 1 is generally for front line/entry level employee, which would be the support or professional level of the CCHD organization. Tier 2 is generally for mid-level/supervisory employee, which would be the professional or management level of the CCHD organization. Tier 3 is generally for senior management leadership, which would be the management or health commissioner level of the CCHD organization.
  - Each competency listed in a row, or number progress from lower (Tier 1) to higher (Tier 3) levels of skill complexity. Therefore, if the employee is required to meet a Tier 2 competency, they already achieved the Tier 1 level of that same competency.
  - Refer to 800-019-03-A\_Core Competencies for Public Health Professionals for guidance and definitions of each domain group.
  - The author of the job description will then select the appropriate competencies from the list of available choices in the guidance document. It is permissible to include competencies from more than one tier (for example a tier 2 competency in a front-line employee position description) if applicable to the position.
    - Note: If a Tier 2 or above competency is selected, then it is not necessary to list the Tier 1 of the same competency. This is because it is understood to be able to achieve a Tier 2 level of the competency; the employee already achieved the Tier 1 level. For Example: If competency 1B2 applies, it is not necessary to list 1A2, but it is incorporated by referencing 1B2.
  - Ideally at least one competency will be selected from each domain. However, this is not a requirement for the position description. The competencies needed for the position will guide the selection of the individual competencies.

## PROFESSIONAL COMPETENCIES

- Some professional organizations may have competency sets that are used to guide professionals, which is what the professional competency category is for.
- The professional competency category shall also be used for those employees who need to maintain a certificate or license that requires continuing education to do a critical requirement of their job. Examples include, but are not limited to, Nursing, Sanitarian, Social Worker, Counselor and Dietitian.
- Professional competencies may also include a set of competencies that have been established for a discipline, even if it doesn't require a certificate or license. Competencies from other disciplines can also be noted if the essential functions of the position include knowledge, skills and abilities not covered in the core competency.
- The CCHD has adopted the following other professional competencies. If other professional competencies are applicable to the position that are not included in the below list, they may be used and added as an amendment to this document during a future revision.
  - Epidemiologist Competencies  
<http://www.cdc.gov/AppliedEpiCompetencies/>
  - Public Health Nursing Competencies  
[http://www.phf.org/resourcestools/Pages/Public\\_Health\\_Nursing\\_Competencies.aspx](http://www.phf.org/resourcestools/Pages/Public_Health_Nursing_Competencies.aspx)
  - Environmental Health Competencies  
<http://www.cdc.gov/nceh/ehs/Corecomp/CoreCompetencies.htm>
  - Laboratory Competency (Competency Guidelines for Public Health Laboratory Professionals: CDC and the Association of Public Health Laboratories.  
<http://www.cdc.gov/mmwr/preview/mmwrhtml/su6401a1.htm>
  - Air Pollution Control Competencies [MARAMA National Air Quality Training Project Professional Development Training Guide (March 2012)]  
[http://www.marama.org/publications\\_folder/curriculum/Final-PDTG-30mar12.pdf](http://www.marama.org/publications_folder/curriculum/Final-PDTG-30mar12.pdf)
  - Dietician Competency
- When incorporating these competencies into the position description:
  - You shall use a similar approach as the core competencies.
  - You shall list the applicable categories/domains of the competencies included in the professional competencies resource. These should be listed in a bulleted list format.
  - Next to each category/domain, you should include the identification number/code of the applicable competency/skill from that category/domain.