

3.3 Workforce Development. The school shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

The College is committed to lifelong learning and actively pursues programs of continuing education and community and professional training in support of its mission and goals. Objective 4 under Goal 3 speaks to this commitment:

Provide educational programs that meet workforce development needs.

Required Documentation *

3.3.a Description of the ways in which the school periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.

- In 2011, the College conducted an assessment of needs for continuing education and consultation in public health in Florida. This assessment was conducted using existing data sources for an application for a Public Health Training Center (PHTC) cooperative agreement with HRSA.
- The College was awarded a PHTC in September 2011. One of the requirements of the PHTC is to conduct ongoing needs assessments and address unmet needs for training of the public health workforce. The Rural South Public Health Training Center (RSPHTC) conducts needs assessments targeting administrators and HIV/AIDS program directors/coordinators in local health departments and participates with the other two PHTCs in Florida and the Florida Department of Health (FDOH) in assessments of broader needs for training of the Florida public health workforce. One statewide assessment was underway when the RSPHTC was implemented. Another assessment is currently in process. Data for these assessments are collected by the FDOH via its statewide network.
- The RSPHTC has an advisory board that meets at least twice each year to review the results of needs assessments and RSPHTC responses to them. The board includes public health leaders in north central Florida, representation from the Florida Department of Health, and faculty from Florida Mechanical and Agricultural University (FAMU).
- Discussions of needs for continuing education are also held on a regular basis during meetings of the College's Public Health External Advisory Committee, which includes public health leaders in the field.
- Needs for workforce development are often identified by faculty who stay apprised of needs in their professional fields. For example, the UF Emerging Pathogens Institute (EPI) competed successfully for a Food Safety Center of Excellence from CDC in 2012. A requirement of that proposal was to address needs for training in food safety. EPI partnered with the College to develop a special emphasis in food safety in the Public Health Certificate program.
- Another example is the Graduate Certificate in Emerging Infectious Disease Research, which was developed in response to needs identified by the Department

of Defense and other organizations with a global focus for better preparation of individuals responsible for infectious disease laboratory work throughout the world.

Translating needs identified through these various sources into programs is specific to each type of need, the population identified, and the resources available to meet the need. The following example of how the Rural South Public Health Training Center addresses identified needs is typical of the approach used by the College for needs identified through other venues.

The RSPHTC conducted qualitative needs assessments among public health workers, which revealed the need for training in the following key public health topics: 1) communication skills, 2) updates on HIV prevention and management, and 3) community outreach. These major themes or needs were divided into sub-themes or more specific training topics including counseling techniques, interviewing skills, navigating HIV linkage systems, addressing HIV in the context of other co-morbidities; 5) approaches to increasing HIV awareness with few resources, building partnerships within the community, and working with faith-based organizations. Assessments conducted among rural residents revealed the need for public health workers to be trained on patient centered care, cultural competency/humility, social justice, confidentiality, evidence-based care and professionalism.

The Florida Department of Health’s (FDOH) training assessments of their staff revealed the need for training on public health topics such as health communication, disease prevention and health promotion, public health management and financial planning.

Needs assessment findings were used to guide the development of workforce education and training programs, as shown in Table 3.3.a.1. The RSPHTC offers monthly continuing education courses and free continuing education credits for public health workers. Each program is delivered online and available indefinitely. Select topics are delivered face-to-face and then made available online. Programs consist of one hour of instruction that focus on a single topic identified through the RSPHTC and FDOH needs assessments. Programs are divided into two general categories: 1) HIV/AIDS prevention and management and; 2) Public health foundation skills-building.

Table 3.3.a.1 Needs for Training and PPHP RSPHTC Response

Identified Training Need	Training Topic	Month Offered	Training Format	Presenter/s
HIV prevention and management	Emerging Assessment Tools in Public Health Planning	February 2012	Online	Christine Abarca, MPH Chris Keller, MA Jason Hight, MS
Communication skills	Effective Methods of Communicating Public Health Messages	March 2012	Online	Randy Graff, PhD
Community outreach; communication skills	Leveraging Social Media and Technology for Better Health	April 2012	Online and Live	Jay Bernhardt, PhD, MPH

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Identified Training Need	Training Topic	Month Offered	Training Format	Presenter/s
HIV prevention and management	Perinatal HIV Prevention	July 2012	Online	Mobeen Rathore, MD
HIV prevention and management	Perinatal HIV Case Management	August 2012	Online	Martha Buffington
Communication Skills	Motivational Interviewing	August 2012	Live	Lisa Merlo, PhD
Communication Skills	Motivational Interviewing	September 2012	Online	Lisa Merlo, PhD
Financial Management	Financial Evaluation	October 2012	Online	Louis Gapenski, PhD
Financial Management	Financing Public Health Services	November 2012	Online	Louis Gapenski, PhD
Financial Management	Financial Planning and Budgeting	December 2012	Online	Louis Gapenski, PhD
Financial Management	Assessing Financial Performance	January 2013	Online	Louis Gapenski, PhD
HIV prevention and management	Working to End the HIV Pandemic: Glimmers of Hope	February 2013	Online	Myron Cohen, PhD
HIV prevention and management	Preliminary Prevention of HIV: Key to an AIDS Free Generation	March 2013	Online	Eli Adashi, MD
HIV prevention and management	Management of HIV for Public Health: A Pharmaceutical Perspective	April 2013	Online	Antonio Carrion, PharmD, MPH
Communication Skills	Creating WOW: Customer Service, Teamwork, Communication in Public Health	May 2013	Online	Linda Cirulli-Burton
Cultural Competency	Cultural Competency and HIV/AIDS Part 1	June 2013	Online	Melva Thompson-Robinson, DrPH
Cultural Competency	Cultural Competency and HIV/AIDS Part 2	July 2013	Online	Melva Thompson-Robinson, DrPH
Cultural Competency	Cultural Competence and Emotional Health in the Workplace	August 2013	Online	Catherine Striley, Ph.D., MSW, MPE
HIV prevention and management	HIV Co-infections and Risk Factors	September 2013	Online	Jennifer Janelle, MD
Public Health Foundations	Understanding the Affordable Care Act: What Every Professional Needs to Know to Help Families	November 2013	Online	Susan Horkey, MSW, LCSW

Needs assessments have also resulted in the creation and implementation of collaborative projects. First, the RSPHTC has worked with the Suwannee/Lafayette County Health Department to create a workforce development plan (see Resource File) for the agency. The health department contacted the RSPHTC indicating a need for technical assistance to develop the plan. In response, the RSPHTC worked closely with the health department partner on the following activities:

- A timeline for the creation of the workforce development plan
- Identification of health department staff to serve on the core workforce development plan team
- Identification of components of the plan

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- Preparation and administration of training needs survey
- Analysis of survey results
- Ascertainment and review of existing workforce demographics
- Review of most recent employee satisfaction survey results
- Quarterly updates of health department leadership team on project
- Arrangement for a consultant to provide training on customer service and teamwork for the health department staff

The result of this process is a workforce development plan that clearly details the training needs of the health department staff. To address the primary training needs indicated in the development plan, the RSPHTC provided staff training on customer service, teamwork and conflict resolution.

The RSPHTC has also provided intensive technical assistance for public health accreditation readiness. Working closely with the leadership team of the Suwannee/Lafayette County Health department, we created the strategic plan for the agency. This plan, in the Resource File, is one of the required documents for public health department accreditation.

The RSPHTC collaborated with the Alachua County Health Department to implement the Perinatal HIV Prevention Collaborative Project. This project responds to an identified need for enhanced capacity to provide navigation and linkage services for HIV care and management. The RSPHTC engaged a perinatal HIV collaborative project coordinator (recent MPH graduate) who together with the RSPHTC coordinator and the HIV case manager at the health department, implemented a perinatal HIV education and linkage program. The program focuses on identification and linkage of HIV-infected and high-risk women in rural communities. The project coordinator works closely with the HIV case manager at the Alachua County Health Department to identify HIV-infected and high-risk pregnant women in rural communities. Women are then contacted and linked to prenatal care and social services such as WIC, support groups, housing and parenting support classes. Very importantly, women receive case management services through coordinated efforts of the RSPHTC and the Alachua County Health Department. In addition to building the capacity of the workforce to provide better HIV services, this project also provides perinatal HIV updates to ensure that the workforce is educated on the most up-to-date protocols for the prevention of vertical HIV transmission. A report on this project is in the Resource File.

3.3.b A list of the continuing education programs, other than certificate programs, offered by the school, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/continuing education activities may be reported in a separate table. See CEPH Data Template 3.3.1 (Optional template for funded workforce development activities). Only funded training/continuing education should be reported in Template 3.3.1. Extramural funding for research or service education grants should be reported in Templates 3.1.1 (research) or 3.2.2 (funded service), respectively.

During the past five years, the College has taken two approaches to continuing education of the public health workforce.

Public Health Conferences were conducted in the spring of 2009, 2010 and 2011 in partnership with the UF AHEC Program, the Suwannee River Area Health Education Program (SRAHEC), WellFlorida Council, and several local health departments across north central Florida. These conferences were developed by a planning team from the College and the public health community. Conference attendance is summarized in Table 3.3.b.1. The 2009 conference was presented on campus and attracted 81 enrollees. During that year, the Florida Department of Health instituted major restrictions on staff travel. To compensate for travel restrictions, the 2010 and 2011 Public Health Conferences were held live, but made available via internet in real time and through recordings that could be accessed at later dates. When the College received the PHTC, our mode for workforce training shifted to fully online.

Table 3.3.b.1 UF Public Health Conference Topics and Enrollment

Date	Topics	Live Attendees	Live Online Attendees	Online Recording ¹
5/9/2009	<ul style="list-style-type: none"> • Health care reform • Community partnerships • Obesity interventions • Smoking cessation • Emerging pathogens in Florida • Program evaluation 	81	0	0
5/6/2010	<ul style="list-style-type: none"> • Public health in Florida • FluMist vaccination program • Tobacco control • Social networking • Partnerships for Health 	26	16	91
5/5/2011	<ul style="list-style-type: none"> • Health care reform • Communicating public health • Emerging assessment tools • Generating evidence for program development 	84	48	24

¹In 2010, all online recording participants were required to register. In 2011, this requirement became optional to allow greater access. Thus enrollment for 2011 is likely to be greater than reported.

Since February 2012, the Rural South Public Health Training Center has been offering at least one new continuing education (CE) program for public health workers each month. Table 3.3.b.2 shows the number of public health workers who have received training through each one-hour online CE program. The programs remain online indefinitely, so individuals may access them at any time.

Table 3.3.b.2. Number of Public Health Workers Trained via RSPHTC Programs

Continuing Education Program	# Trainees
February 2012 - Introduction to Emerging Assessment Tools in Public Health Planning	28
March 2012 - Effective Methods of Communicating Public Health Messages	37
April 2012 - Leveraging Social Media and Technology for Better Health (Web)	27
May 2012 - HIV and Public Health	32
June 2012 - HIV Prevention Behind Bars (Web)	15
July 2012 - Perinatal HIV Prevention (Web)	17
August 2012 - Perinatal HIV Prevention: Case Management	5
September 2012 - Motivational Interviewing (Web)	27
October 2012 - Financial Evaluation	19
November 2012 - Financing Public Health Services	19
December 2012 - Financial Planning & Budgeting	13
January 2013 - Assessing Financial Performance	30
February 2013 - Working to End the HIV Pandemic: Glimmers of Hope	93
March 2013 - Preliminary Prevention of HIV: Key to an AIDS Free Generation	70
April 2013 - Morrill Act Celebration: Rural Health	39
April 2013 - Management of HIV for Public Health – Pharmaceutical Perspective	89
May 2013 - Creating WOW: Teamwork Communication	104
May 2013 - Ecology of HIV/AIDS: Session 1	24
June 2013 - Cultural Competence HIV/AIDS Training	78
June 2013 - Ecology of HIV/AIDS: Session 2	33
July 2013 – Cultural Competence and HIV/AIDS	104
July 2013 – Ecology of HIV/AIDS: Session 3	25
August 2013 – Cultural Competence and Emotional Health in the Workplace	92
August 2013 – Ecology of HIV/AIDS: Session 4	25
September 2013 – HIV Co-infections and Risk factors	51
Total	1096

3.3.c Description of certificate programs or other non-degree offerings of the school, including enrollment data for each of the last three years.

The College offers a 15-credit Graduate Certificate in Public Health and a 12-credit Graduate Certificate in Emerging Infectious Disease Research.

Graduate Certificate in Public Health

The Public Health Certificate, <http://publichealth.phhp.ufl.edu/certificate/>, is available on campus and online. In the campus-based program, students enroll in the same face-to-face classes as MPH students. Certificate courses are offered on campus in the fall and

spring semesters. The online certificate program is offered via the Internet (on Sakai) throughout the fall, spring and summer semesters.

Application information and requirements for admission are online at:

<http://certificate.mph.ufl.edu/application/gradprostudents/> and
<http://onlinecertificate.mph.ufl.edu/admissions/>.

Students in the certificate program include working professionals in public health and related agencies/organizations, graduate students in other (not MPH) master's and doctoral programs at the University of Florida, and individuals, often recent graduates of bachelor's degrees, who want to try some public health coursework before committing to a full MPH.

Table 3.3.c.1 provides new student enrollment data for the Public Health Certificate program during the past three years:

Table 3.3.c.1 New Student Enrollment in the Public Health Certificate Program

Semester	New Public Health Certificate Students	
	On campus	Online
Fall 2010	3	24
Spring 2011	1	15
Summer 2011	0	15
Fall 2011	7	26
Spring 2012	2	15
Summer 2012	1	12
Fall 2012	4	15
Spring 2013	1	13
Summer 2013	0	16

The Public Health Certificate usually consists of the five MPH core courses, which are available in both face-to-face and distance formats:

PHC 6001 Principles of Epidemiology (3 credits)

PHC 6050 Statistical Methods for Health Sciences I (3 credits)

HSA 6114 US Health Care Systems (3 credits)

PHC 6313 Environmental Health Concepts in Public Health (3 credits)

PHC 6410 Psychological, Behavioral and Social Issues in Public Health (3 credits)

A certificate may also be awarded for a specific plan of study, in which students take the core course in their chosen area, nine credits of intermediate and advanced course work in that concentration, and an additional three credits selected from another core MPH course or within the chosen concentration area. This flexibility has allowed us to develop recommendations for certificates that focus on community health management, environmental health, epidemiology, food safety, HIV/AIDS, and veterinary public health.

The Public Health certificate is approved by the UF Graduate School and completion of the certificate, with a 3.0 GPA, is recorded on the student's official transcript.

Beginning in fall 2013, students in the Public Health certificate program must also pass a final examination which focuses on the 10 essential services of public health.

Graduate Certificate in Emerging Infectious Disease Research

The Certificate in Emerging Infectious Disease Research is a 12-credit graduate certificate program that was developed to address the growing need for emerging infectious disease solutions to health needs globally. The primary purpose of this Certificate is to support sponsoring organizations (e.g. United States Department of Defense Global Emerging Infections Surveillance and Response System (DoD-GEIS), Centers for Disease Control and Prevention (CDC), US Department of State, United States Agency for International Development (USAID), Fogarty International Center) by providing graduate-level education in emerging infectious disease research to nominated international public health professionals. By making advanced training available to international public health practitioners, the program helps to build sustainable epidemiological research capacity in infectious diseases and promote new collaborations between international US laboratories and other countries. The Certificate in Emerging Infectious Disease Research curriculum consists of five graduate courses:

Three graduate courses offered at the University of Florida for two intense weeks each May:

- PHC 6006: Applied Infectious Disease Epidemiology (2 credits)
- PHC 6561: Public Health Laboratory Techniques (1 credit)
- PHC 6515: An Introduction to Entomology, Zoonotic Diseases and Food Safety (3 credits)

Two additional graduate courses taken online from the following options:

- PHC 6313: Environmental Health Concepts in Public Health (3 credits)
- PHC 6050: Statistical Methods for Health Sciences I (3 credits)
- PHC 6001: Principles of Epidemiology in Public Health (3 credits)

Enrollment in this certificate for the past three years is:

- 2010- 2011 - 39 students
- 2011-2012 – 35 students
- 2012-2013 – 19 students

In 2013-14, the program will be transitioned to a Graduate Certificate in One Health, a three month, nine-credit program designed to introduce the student to principles of One Health. The transition was made from a 12 to a nine-credit program in order to better accommodate a significant number of international trainees who encountered problems with the web-based part of the curriculum due to a number of barriers, including language differences poor internet connections, and conflicts with professional work and travel.

The Certificate in One Health is earned through six credits of short term, intensive on-campus course work in the summer, coupled with another three credits of web-based, asynchronous, course work provided in the subsequent summer session.

External Funding for Workforce Development

Table 3.3.c.2 in the Resource File lists external funding for workforce development for the past three fiscal years. During this period, the College was awarded a total of \$3,038,220 for workforce development.

3.3.d Description of the school's practices, policies, procedures, and evaluation that support continuing education and workforce development strategies.

The University of Florida is leading development of alternative approaches to teaching and learning in Florida. It was the first university in the state to offer massive open online courses (MOOCs) and it is in the process of developing the state's Online Learning Institute, as part of its recent designation as a pre-eminent university by the governor. The University and the College offer numerous continuing education programs for graduate credit and/or professional continuing education units (CEUs). The Division of Continuing Education (DCE <http://www.dce.ufl.edu/>) is the UF unit that works with colleges and the general community to develop and offer flexible opportunities to students who might not otherwise have access to adult learning. DCE assists colleges with business plan development, management software, marketing services, student services and general facilitation of continuing education delivery. Three branches of the DCE extend UF services and programs to students and faculty: distance education (college degrees, college certificates, professional training, credit-bearing courses), continuing education, and executive education (customized corporate programs and professional development).

The College has a long tradition of offering continuing education programs and, more recently, distance education programs, to address workforce issues. These programs are organized by individual departments or programs and are usually offered in collaboration with DCE.

With regard to public health specifically, the College has used several approaches to workforce development thus far. Currently, our major approach is through the Rural South Public Health Training Center (RSPHTC), a HRSA-funded Public Health Training Center (PHTC) described in 3.3.b and the graduate certificate programs described in 3.3.c above. Federal funding for PHTCs was reduced by 80% in FY 2014. The College is committed to continuing the center and its basic services through FY 2014, during which time we will seek additional support to restore the full complement of workforce development activities.

3.3.e A list of other educational institutions or public health practice organizations, if any, with which the school collaborates to offer continuing education.

The RSPHTC collaborates with a variety of public health organizations and educational institutions to offer continuing education programs. We have established a strong

partnership with the Suwannee River AHEC (SRAHEC) for continuing education approval and evaluation services. Through this agreement, SRAHEC prepares our CE activities approval for continuing education credits, promotes and markets our CE opportunities, manages electronic registrations and evaluations, and processes CE credit for programs. We have developed key partnerships with the Florida/Caribbean AIDS Education and Training Center (F/C AETC), the USF Maternal and Child Health Leadership Training Program, the Florida Department of Health, Alachua County Health Department, and the University of North Carolina-Chapel Hill to develop and provide face-to-face and online CE programs. Our collaborations with these programs have resulted in the provision of high quality continuing education programs focused on public health foundations as well as HIV prevention and treatment, as shown in Table 3.3.e.1.

Table 3.3.e.1. Partnerships Created to Offer CE Programs

Training Topic	Month Offered	Training Format	Presenter	Institution
Introduction to Emerging Assessment Tools in Public Health Planning	February 2012	Online	Christine Abarca, MPH, MCHES, Chris Keller, MA, Jason Hight, MS	Florida Dept. of Health, Office of Health Statistics and Assessment
HIV Prevention Behind Bars	June 2012	Live and Online	Ernesto LaMadrid, MD, AAHIVS	Alachua County Health Dept.
Perinatal HIV Prevention	June 2012	Live and Online	Mobeen Rathore, MBBS, MD	F/C AETC
Perinatal HIV Case Management	August 2012	Live and Online	Martha Buffington	Alachua County Health Dept.
Working to End the HIV Pandemic: Glimmers of Hope	February 2013	Online	Myron Cohen, MD	University of North Carolina – Chapel Hill

We have also forged collaborations with the other PHTCs in Florida: the Florida Public Health Training Center at the University of South Florida, and the Florida International University partner in the Puerto Rico – Florida Public Health Training Center. The three PHTCs have different foci and strengths. We are collaborating to identify ways in which we can serve the public health workforce of Florida by optimizing resources and avoiding duplication of efforts.

In addition to institutions identified above, ad hoc collaborations are conducted with many others in response to specific needs and issues.

3.3.f Assessment of the extent to which this criterion is met and an analysis of the school’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths:

1. Professional education programs are developed in response to assessments of needs for specific content and skills. A variety of methods are used to assess needs for educational programs for the workforce.

2. The College is committed to development of a well-trained workforce, and it has a longstanding record of delivery of quality continuing education and graduate certificate programs.
3. The University provides strong support for development and delivery of continuing education programs for practitioners.
4. Graduate certificate programs have been developed to address identified needs.
5. The College has been successful in acquiring external support for workforce development programs.
6. The efforts of the RSPHTC have bolstered the College's ability to reach the public health workforce with accessible, relevant, competency-based training.
7. The College collaborates with relevant practice and educational institutions in its workforce development efforts.

Weaknesses:

1. PHTC funding was reduced by 80% in 2013-14.

Plans:

1. Continue the RSPHTC at a basic level while seeking alternative funds for support, including a new PHTC program to be developed by HRSA in 2014.
2. Work closely with our practice partners to share resources.
3. Develop innovative ways of continuing online RSPHTC training, such as offering recorded lectures from two graduate courses on HIV/AIDS developed by the RSPHTC for CE, and partnering with other groups to record relevant presentations at their professional meetings and disseminate them for CE credit through the RSPHTC.