

# Attachment E - Information Collection Instrument: Web version (Screen Shots)

[SURVEY PREVIEW MODE] PHEL Competency Evaluation Survey - Windows Internet Explorer  
https://www.surveymonkey.com/s.aspx?PREVIEW\_MODE=DO\_NOT\_USE\_THIS\_LINK\_FOR\_COLLECTION&sm=%2fMtW7XYUAsWUoGNj73LOaQu3GCXWjgB2GsMyUW0U%3d SurveyMonkey, Inc [US]

## PHEL Competency Evaluation

Form approved  
OMB No. 0920-0879  
Expiration date: 04/30/2017

Thank you for agreeing to help the Centers for Disease Control and Prevention (CDC) improve the Public Health Emergency Law Minimum Competencies, Version 1.0 (PHEL Competencies). Your feedback will help develop future iterations of the PHEL Competencies, as well as related trainings and educational resources. We anticipate that it will take approximately six minutes to complete these questions.

Your responses to all questions will be kept secure. No personal identifiers will be recorded unless you chose to provide them. All information is used for evaluation purposes only.

To proceed through the survey, select your answer for each question and click "Next" at the bottom of each page.

Public reporting burden of this collection of information is estimated to average 6 minutes per response, including the time for reviewing the instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspects of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Rd, NE, MS D-74, Atlanta, GA 30333; ATTN: PRA (0920-0879).

**\*1. Are you employed in a position that is related to public health emergency preparedness, response, and/or recovery?**

Yes  
 No

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2. Which of the following best describes your current position [choose only one]?

- Administrator, supervisor, or program manager
- Biostatistician or epidemiologist
- Environmental health specialist or environmental engineer
- Health communications specialist
- Health educator
- Laboratory scientist or technician
- Public health nurse
- Emergency manager
- Public health emergency preparedness planner
- Attorney/public health lawyer
- Other (please specify)

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**\*3. At what level of government do you work?**

- State health department or related agency
- Tribal health system or related agency
- Territorial health department or related agency
- Local health department or related agency (non-state government)
- Other public health or related government agency
- None of the above

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**4. Which territory?**

- American Samoa
- Bajo Nuevo Bank
- Baker Island
- Guam
- Howland Island
- Jarvis Island
- Johnston Atoll
- Kingman Reef
- Midway Islands
- Navassa Island
- Northern Mariana Islands
- Palmyra Atoll
- Puerto Rico
- Serranilla Bank
- US Virgin Islands
- Wake Island
- Other (please specify)

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4. Which state?

State:

--select state--  
AL Alabama  
AK Alaska  
AS American Samoa  
AZ Arizona  
AR Arkansas  
CA California  
CO Colorado  
CT Connecticut  
DE Delaware  
DC District of Columbia  
FM Federated States of Micronesia  
FL Florida  
GA Georgia  
GU Guam  
HI Hawaii  
ID Idaho  
IL Illinois  
IN Indiana  
IA Iowa  
KS Kansas  
KY Kentucky  
LA Louisiana  
ME Maine  
MH Marshall Islands  
MD Maryland  
MA Massachusetts  
MI Michigan  
MN Minnesota  
MS Mississippi

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4. Which tribe?

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4. What is the name of your local health department?

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4. What is the name of your government agency?

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**5. Public health law competencies are defined as the “abilities and skills to access and understand the relevant laws and to actually apply them to given health issues.” In your opinion, how important are each of the following competencies to performing the essential functions related to emergency preparedness and response?**

	Not at all important	Slightly important	Moderately important	Very important	Extremely important/Essential
1.1: Act within the scope of federal, state, tribal, and local statutory and regulatory authority during emergency situations, and through state and/or federal declarations of emergency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2: Communicate legal authority and procedures to emergency response partners, such as other public health agencies, other health agencies, and other government agencies during planning, drills, and actual emergencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3: Identify limits to legal knowledge, skill, and authority and key system resources, including legal advisors, for referring matters that exceed those limits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4: Integrate legal information into the exercise of professional public health judgment within the larger public health response.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1: Implement the use of relevant legal information, tools, procedures, and remedies including injunctions, closing orders, and abatement orders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2: Identify how and under what circumstances legal searches, seizures, and destruction of property and material can take place for public health purposes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3: Describe the legal authorities related to the distribution and dispensation of medical supplies and the effect of a state and/or federal emergency or public health declaration on those authorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1: Implement the use of relevant legal information, tools, procedures, and remedies related to social distancing including evacuation, quarantine and isolation orders, closure of public places, curfews.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2: Recognize the sources of potential civil and criminal liability of public health personnel and consider due process issues before taking legal action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. In your opinion, are there competencies other than the ones listed above that should be added to the PHEL competency model? List up to three.**

Additional competency 1:

Additional competency 2:

Additional competency 3:

**7. In your opinion, should individuals working in public health emergency response possess certain PHEL competencies as pre-employment qualifications, develop them on the job, or both? Check the statements you believe to be true for that specific competency:**

A practitioner must possess this competency as a pre-employment qualification before they start work in

This competency is needed for superior performance in on-the-job responsibilities and response work.

**6. In your opinion, are there competencies other than the ones listed above that should be added to the PHEL competency model? List up to three.**

Additional competency 1:

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**7. In your opinion, should individuals working in public health emergency response possess certain PHEL competencies as pre-employment qualifications, develop them on the job, or both? Check the statements you believe to be true for that specific competency:**

	A practitioner must possess this competency as a pre-employment qualification before they start work in preparedness and response.	This competency is needed for superior performance in on-the-job preparedness and response work.
1.1: Act within the scope of federal, state, tribal, and local statutory and regulatory authority during emergency situations, and through state and/or federal declarations of emergency.	<input type="checkbox"/>	<input type="checkbox"/>
1.2: Communicate legal authority and procedures to emergency response partners, such as other public health agencies, other health agencies, and other government agencies during planning, drills, and actual emergencies.	<input type="checkbox"/>	<input type="checkbox"/>
1.3: Identify limits to legal knowledge, skill, and authority and key system resources, including legal advisors, for referring matters that exceed those limits.	<input type="checkbox"/>	<input type="checkbox"/>
1.4: Integrate legal information into the exercise of professional public health judgment within the larger public health response.	<input type="checkbox"/>	<input type="checkbox"/>
2.1: Implement the use of relevant legal information, tools, procedures, and remedies including injunctions, closing orders, and abatement orders.	<input type="checkbox"/>	<input type="checkbox"/>
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3.2: Recognize the sources of potential civil and criminal liability of public health personnel and consider due process issues before taking legal action.	<input type="checkbox"/>	<input type="checkbox"/>

**8. To what degree have the PHEL competencies been incorporated into each of the following in your agency?**

	1-Not at all incorporated	2-	3-Somewhat incorporated	4-	5-Extensively incorporated
a. Job descriptions of public health emergency personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Content of job trainings for public health emergency response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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destruction of property and material can take place for public health purposes.

2.3: Describe the legal authorities related to the distribution and dispensation of medical supplies and the effect of a state and/or federal emergency or public health declaration on those authorities.

3.1: Implement the use of relevant legal information, tools, procedures, and remedies related to social distancing including evacuation, quarantine and isolation orders, closure of public places, curfews.

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b. Content of job trainings for public health emergency response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Guidelines for drafting emergency response plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Guidelines for conducting after-action reporting procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. How often have you had to use the PHEL competencies in any of the following situations?**

	Never	Rarely	Sometimes	Frequently
a. To measure overall response capabilities as a part of emergency response exercises?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As part of the response to an actual emergency?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. As part of the after-action review of an actual emergency?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Thank you for completing the survey.

If you would like to learn more about the PHEL Competencies, or access printable handouts, please [visit our website](#).

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