

NCCDPHP State Health Department Training Needs Assessment Instrument Web Version



NATIONAL CENTER FOR CHRONIC DISEASE PREVENTION AND HEALTH PROMOTION (NCCDPHP) STATE HEALTH DEPARTMENT STAFF TRAINING NEEDS ASSESSMENT

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Form Approved
OMB No. 0920-0879
Expiration Date 03/31/2018

Introduction

The purpose of this instrument is to help inform the development of a 5-year training plan for CDC's National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP) State Health Department (SHD) Chronic Disease and Health Promotion staff. By better understanding training and technical assistance needs, the NCCDPHP can better prepare training content and deliver it in a manner that is most helpful to SHD staff. This instrument asks respondents about their training needs across 11 core competencies.

The 11 competencies are:

1. Leadership and Systems Thinking
2. Organizational and Financial Management
3. Partnership Engagement and Strategic Communication
4. Public Health Science and Programming
5. Policy-Related Skills
6. Sector-Wide and Systems Change
7. Health Equity
8. Surveillance, Epidemiology, and Strategic Use of Data/Information
9. Evaluation
10. Sustainability
11. Economic Analysis

These competencies provide a framework to help categorize and organize trainings and resources for SHD Chronic Disease and Health Promotion staff.

Instrument organization: This instrument is divided into 3 sections. The first section asks about your role within your health department. The second section asks you to rate your training needs across 11 core competency areas. For the third section, if the organization you work for receives 1305 enhanced funding, you will be asked to complete the third section. This section asks you to rate your priority areas for receiving 1305 specific training across strategies from Domains 2, 3, and 4. This instrument is not expected to take more than 30 minutes to complete.


Your Participation: Thank you for agreeing to complete this questionnaire about the training needs of NCCDPHP grantees. Your participation is voluntary; you may choose to end the assessment at any time for any reason and may choose not to answer any questions at any time for any reason.

All responses provided will be maintained securely by ICF International, CDC's contractor for this assessment. All findings provided to CDC will be in aggregate—across all respondents—and without linking specific responses to the respondents or programs that provide them. ICF will not provide CDC with information about which funded programs or specific respondents participate or do not participate in this data collection tool.

If you have any questions about this questionnaire, or assessment, please contact Ms. Karl Cruz, ICF Project Manager, at 404-321-3211, or karl.cruz@icf.com.

By clicking "next" below, you agree to provide your informed consent to continue with the training needs assessment questionnaire.

CDC estimates the average public reporting burden for this collection of information as 30 minutes per response, including the time for reviewing instructions, searching existing data/information sources, gathering and maintaining the data/information 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 aspect of this collection of information, including suggestions for reducing burden to CDC/ATSDR Information Collection Review Office, 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; ATTN: PRA (0920-0879).

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Section 1: Respondent background information

1. Please indicate which chronic disease area(s) you work in (select all that apply):

- Cancer
- Diabetes
- Heart disease and stroke
- Nutrition, Physical activity, and obesity
- Oral health
- Community health
- Reproductive health
- Population health
- Smoking and tobacco
- School health
- Other (please specify)

2. What NCCDPHP cooperative agreements do you work on? (select all that apply)

- 1101: School Health NGOs
- 1205: Cancer Prevention and Control Program for State, Territorial and Tribal Organizations
- 1210: State Public Health Approaches to Improving Adults Outcomes
- 1214: State Public Health Approaches for Ensuring Quality Capacity
- 1302: WISBEVOMAN
- 1305: State Public Health Actions
- 1307: State Oral Disease Prevention Program
- 1314: Consortium of National Networks to Impact Populations Experiencing Tobacco-Related and Cancer Health Disparities
- 1318: National Support to Enhance Implementation of Comprehensive Cancer Control Activities
- 001: Prevention Research Centers
- 1416: Programs to Reduce Obesity in High Obesity Areas
- 1417: PICH (Partnerships to Improve Community Health)
- 1418: National Implementation and Dissemination for Chronic Disease Prevention (IDCH)
- 1419: REACH
- 1421: Comprehensive Approach to Good Health and Wellness in Indian Country
- 1422: State and Local Public Health Actions
- 1609: National State-Based Tobacco Control Programs
- Other (please specify)



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Section 2: Training Needs for Competencies 1 and 2

3. Please rate how IMPORTANT it is for you to receive training on the following aspects of Competency 1: Leadership and Systems Thinking.

	unimportant	of little importance	moderately important	important	very important
Articulating and promoting a vision for chronic disease prevention and health promotion (e.g. developing and promoting a chronic disease policy agenda or state plan)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing and influencing the dynamic interactions between political, financial, social, health, and environmental systems and their impact on chronic disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocating for the role of public health in the prevention and management of chronic disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating opportunities for coordination across chronic disease programs and major health initiatives (e.g., building capacity for community health workers, electronic health records)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify and indicate the level of importance for your response.

4. Please rate how IMPORTANT it is for you to receive training on the following aspects of Competency 2: Organizational and Financial Management.

	unimportant	of little importance	moderately important	important	very important
Developing and sustaining the infrastructure, workforce, and financial resources to prevent and manage chronic diseases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workforce development and capacity building for managers and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiating, implementing, and monitoring contracts to achieve outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using available resources (e.g., financial data, budget information, financial management concepts, information systems) to increase program effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify and indicate the level of importance for your response.

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Section 2: Training Needs for Competencies 3 and 4

5. Please rate how **IMPORTANT** it is for you to receive training on the following aspects of Competency 3: Partnership Engagement and Strategic Communication.

	unimportant	of little importance	moderately important	important	very important
Identifying and engaging partners that can influence chronic disease management and prevention (e.g., promoting participation in Diabetes Self-Management Education (DSME) Programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reassessing partners to ensure value and effectiveness of partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mobilizing coalitions at the local and State levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting policies and strategies for health improvement; and leveraging opportunities to further the chronic disease prevention agenda statewide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating, in writing and orally, the burden of chronic diseases and the impact of public health programs and strategies on the health and wellness of the population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify and indicate the level of importance for your response.

6. Please rate how **IMPORTANT** it is for you to receive training on the following aspects of Competency 4: Public Health Science and Programming.

	unimportant	of little importance	moderately important	important	very important
Identifying and using the best available evidence to prevent chronic diseases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting use of current research, evaluations, and evidence-based practices to assist with program planning and action plan development (e.g., promoting the adoption of food service guidelines/nutrition standards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to the public health evidence base	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify and indicate the level of importance for your response.

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Section 2: Training Needs for Competencies 5 and 6

7. Please rate how IMPORTANT it is for you to receive training on the following aspects of Competency 5: Policy-related Skills.

	unimportant	of little importance	moderately important	important	very important
Assessing and framing policy problems (e.g. understanding the social, economic, and physical factors of the environment; defining the problem)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using policy analysis tools (e.g., applying evaluative criteria to analyze different or alternative policies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informing the policy development process (e.g., providing information to decision makers, framing communication messages, monitoring changes and outcomes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing enacted policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating policy interventions to prevent and manage chronic disease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify and indicate the level of importance for your response.

8. Please rate how IMPORTANT it is for your to receive training on the following aspects of Competency 6: Sector-Wide and Systems Change.

	unimportant	of little importance	moderately important	important	very important
Interacting and collaborating effectively with major sectors (including health care, transportation, extension services, aging services, parks and recreation, education, private sector) to implement evidence-based policies and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities to collaborate with large sectors and systems to share data, promote access to services, and ensure conditions that support healthy choices (e.g., collaborate with Medicaid, partner with the transportation sector)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify and indicate the level of importance for your response.

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Section 2: Training Needs for Competencies 7 and 8

9. Please rate how **IMPORTANT** it is for you to receive training on the following aspects of Competency 7: Health Equity.

	unimportant	of little importance	moderately important	important	very important
Addressing root causes of poor health, historical and contemporary injustices, and the elimination of health and health care disparities in chronic disease (e.g., Identifying factors that impact accessibility and opportunity for nutrition within the community)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating diverse perspectives in developing, implementing, and evaluating chronic disease programs and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering the impact of decisions, programs, and policies on health disparities, including unintended consequences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify and indicate the level of importance for your response.

10. Please rate how **IMPORTANT** it is for you to receive training on the following aspects of Competency 8: Surveillance, Epidemiology, and Strategic Use of Data/Information.

	unimportant	of little importance	moderately important	important	very important
Collecting and maintaining data on chronic disease conditions and on the health status of the population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing data to set priorities and advance public health policy, processes, programs, or interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leveraging health information technology and data systems to improve public health surveillance and epidemiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify and indicate the level of importance for your response.

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Section 2: Training Needs for Competencies 9 and 10

11. Please rate how IMPORTANT it is for you to receive training on the following aspects of Competency 9: Evaluation.

	unimportant	of little importance	moderately important	important	very important
Understanding evaluation designs (qualitative, quantitative, and economic) and developing and implementing evaluation plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing evaluation findings to monitor progress and achievement, improve performance, and inform future plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify and indicate the level of importance for your response.

12. Please rate how IMPORTANT it is for you to receive training on the following aspects of Competency 10: Sustainability.

	unimportant	of little importance	moderately important	important	very important
Integrating chronic disease prevention efforts across sectors (public health, education, health care, social, and environmental systems) to sustain population health outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning sustainability into all chronic disease prevention efforts from the beginning, and maintaining it as an ongoing focus (e.g., developing a program sustainability framework)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify and indicate the level of importance for your response.

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Section 2: Training Needs for Competency 11

13. Please rate how IMPORTANT it is for you to receive training on the following aspects of Competency 11: Economic Analysis.

	unimportant	of little importance	moderately important	important	very important
Using economics to identify and compare the costs, benefits, and consequences of prevention strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tracking costs of chronic diseases and conducting cost analyses of interventions/programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing and utilizing economic evaluations for comparing interventions/programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other, please specify and indicate the level of importance for your response.

14. Taking into consideration the training your State does or does not provide, please indicate which competencies you would like training on from CDC (select all that apply)

- Leadership and Systems Thinking
- Organizational and Financial Management
- Partnership Engagement and Strategic Communication
- Public Health Science and Programming
- Policy-Related Skills
- Sector-Wide and Systems Change
- Health Equity
- Surveillance, Epidemiology, and Strategic Use of Data/Information
- Evaluation
- Sustainability
- Economic Analysis

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Section 2. Training Mode Questions

15. Which of the competencies would best be delivered as in-person trainings? (select all that apply)

- Leadership and Systems Thinking
- Organizational and Financial Management
- Partnership Engagement and Strategic Communication
- Public Health Science and Programming
- Policy-Related Skills
- Sector-Wide and Systems Change
- Health Equity
- Surveillance, Biotechnology, and Strategic Use of Data/Information
- Evaluation
- Sustainability
- Economic Analysis

16. Which of the competencies would best be delivered as virtual trainings (e.g., audio and video webinar, audio only webinar, etc.)? (select all that apply)

- Leadership and Systems Thinking
- Organizational and Financial Management
- Partnership Engagement and Strategic Communication
- Public Health Science and Programming
- Policy-Related Skills
- Sector-Wide and Systems Change
- Health Equity
- Surveillance, Biotechnology, and Strategic Use of Data/Information
- Evaluation
- Sustainability
- Economic Analysis

17. Rank the following training modes from most to least desirable in terms of how helpful they would be for receiving training on the 11 different competencies (1= most desirable, 7=least desirable).

<input type="checkbox"/> In-person training	
<input type="checkbox"/> Webinar (audio and visual, face time with other participants)	
<input type="checkbox"/> Webinar (audio only, no face time)	
<input type="checkbox"/> Conference call(s)	
<input type="checkbox"/> E-mail exchanges	
<input type="checkbox"/> Peer to peer networking (in-person)	
<input type="checkbox"/> Peer to peer networking (virtual)	


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Section 3: SPHA 1305 Funded State Health Department Staff Questions


* 18. Did your health department receive State Public Health Actions (SPHA) 1305 enhanced funding?

Yes

No

 71%

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Section 3: SPHA 1305 Domain Specific Training Needs for Enhanced Strategies

For **Domain 2 Environmental Approaches**, how should NCCDPHP prioritize the following trainings?

19. Enhanced Strategy 1: Increase access to healthy food and beverages

	High Priority	Moderate Priority	Low Priority
Intervention 2.1.1: Provide access to healthier food retail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention 2.1.2: Provide access to farmers markets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Enhanced Strategy 2: Implement food service guideline/nutrition standards where foods and beverages are available

	High Priority	Moderate Priority	Low Priority
Intervention 2.2.1: Implement food service guidelines in priority settings (Early Care and Education (ECE), work site, community)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Enhanced Strategy 3: Create supportive nutrition environments in schools

	High Priority	Moderate Priority	Low Priority
Intervention 2.3.1: Implement policies and practices that create a supportive nutrition environment, including establish standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Enhanced Strategy 4: Increase physical activity access and outreach

	High Priority	Moderate Priority	Low Priority
Intervention 2.4.1: Create or enhance access to places for physical activity with focus on walking combined with informational outreach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention 2.4.2: Design streets and communities for physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Enhanced Strategy 5: Implement physical activity in early care and education

	High Priority	Moderate Priority	Low Priority
Intervention 2.5.1: Implement ECE standards for physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Enhanced Strategy 6: Implement quality physical education and physical activity in K-12 schools

	High Priority	Moderate Priority	Low Priority
Intervention 2.5.1: Develop, implement, and evaluate comprehensive school physical activity programs (COSPAF).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Enhanced Strategy 7: Increase access to breastfeeding friendly environments

	High Priority	Moderate Priority	Low Priority
Intervention 2.7.1: Implement practices supportive of breastfeeding in birthing facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention 2.7.2: Provide access to professional and peer support for breastfeeding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention 2.7.3: Ensure workplace compliance with federal lactation accommodation law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Section 3: SPHA 1305 Domain Specific Training Needs (Continued)

For **Domain 3: Health Care Systems Interventions** how should NCCDPHP prioritize the following trainings?

26. Enhanced Strategy 1: Increase implementation of quality improvement processes in health systems

	High Priority	Moderate Priority	Low Priority
Intervention 3.1.1: Increase electronic health records (EHR) adoption and the use of health information technology (HIT) to improve performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention 3.1.2: Increase the institutionalization and monitoring of appropriate standardized quality measures at the provider and systems level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Enhanced Strategy 2: Increase use of team-based care in health systems

	High Priority	Moderate Priority	Low Priority
Intervention 3.2.1: Increase engagement of non-physician team members (i.e., nurses, pharmacists, and patient navigators) in hypertension (HTN) and diabetes management in health care systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention 3.2.2: Increase use of self-measured blood pressure monitoring tied with clinical support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Section 3: SPHA 1305 Domain Specific Training Needs(Continued)

For **Domain 4: Community Programs Linked to Clinical Services** how should NCCDPHP prioritize the following trainings?

28. Enhanced Strategy 1: Increase use of diabetes self-management programs in community settings

	High Priority	Moderate Priority	Low Priority
Intervention 4.1.1: Increase access, referrals, and reimbursement for AADE-accredited, ADA-recognized, State-accredited/certified, or Stanford-licensed DSME programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Enhanced Strategy 2: Increase use of lifestyle intervention programs in community settings for the primary prevention of type 2 diabetes

	High Priority	Moderate Priority	Low Priority
Intervention 4.2.1: Increase referrals to, use of, and/or reimbursement for CDC recognized lifestyle change programs for the prevention of type 2 diabetes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Enhanced Strategy 4: Increase use of chronic disease self-management programs in community settings

	High Priority	Moderate Priority	Low Priority
Intervention 4.4.1: Increase access to and use of Chronic Disease Self-Management (CDSM) programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Enhanced Strategy 3: Increase use of health-care extenders in the community in support of self-management of high blood pressure and diabetes

	High Priority	Moderate Priority	Low Priority
Intervention 4.3.1: Increase engagement of community health workers (CHWs) in the provision of self-management programs and on-going support for adults with diabetes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention 4.3.2: Increase engagement of CHWs to promote linkages between health systems and community resources for adults with high blood pressure and adults with diabetes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention 4.3.3: Increase engagement of community pharmacists in the provision of medication/self-management for adults with high blood pressure and adults with diabetes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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high blood pressure and diabetes

	High Priority	Moderate Priority	Low Priority
Intervention 4.3.1: Increase engagement of community health workers (CHWs) in the provision of self-management programs and on-going support for adults with diabetes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention 4.3.2: Increase engagement of CHWs to promote linkages between health systems and community resources for adults with high blood pressure and adults with diabetes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention 4.3.3: Increase engagement of community pharmacists in the provision of medication/self-management for adults with high blood pressure and adults with diabetes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Enhanced Strategy 5: Implement policies, processes, and protocols in schools to meet the management and care needs of students with chronic conditions

	High Priority	Moderate Priority	Low Priority
Intervention 4.5.1: Identifying and tracking students with chronic conditions that may require daily or emergency management, e.g. asthma and food allergies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention 4.5.2: Developing protocols that ensure students identified with a chronic condition that may require daily or emergency management are enrolled into private, state, or federally funded insurance programs if eligible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention 4.5.3: Providing assessment, counseling, and referrals to community-based medical care providers for students on activity, diet, and weight-related chronic conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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