

Profile and Training Needs Assessment Of Public Health Nurses in the County of Los Angeles

Conducted by

County of Los Angeles, Public Health
Nursing Administration
Nursing Education and Professional Development Unit

Directions & Background:

The intent of this survey is to learn more about the training and continuing education needs of the County of Los Angeles Public Health Nursing workforce, in order to design training and educational opportunities that best fit employee needs and desires. This survey **takes approximately 15 minutes** to complete. Please complete the survey online at _____ **in the next two days.** Your survey will ONLY be read by individuals at _____ who will be compiling the results. Nursing Administration will receive results only in a final report, and will NOT see your individual surveys. Should you have questions, please call Cherie Forsha at (213) 989-7196 at Nursing Administration, Nursing Education and Professional Development Unit. Thank you very much for taking time to complete this important task!

Employee Number: _____

We ask that you place your employee number on this sheet so that we can track whether you responded or not. Once we receive your survey back in the mail, this sheet will be removed from your survey and discarded, in order to maintain your confidentiality.

1. What is the best communication channel to reach you?

Communication channels	No Benefit		Some Benefit			Great Benefit	
Email	1	2	3	4	5	6	7
Department letter	1	2	3	4	5	6	7
Phone	1	2	3	4	5	6	7
Department memo	1	2	3	4	5	6	7
Newsletter	1	2	3	4	5	6	7
Department meeting	1	2	3	4	5	6	7

Other _____

2. What is your job title? _____

3. How many years have you been working in your current job position? _____ Years

4. How many years have you been working for Los Angeles County? _____ Years

5. How many years have you been working in public health? _____ Years

6. What Community Health Services/Program do you work at?

- ACDC
- California Children's Services (CCS)
- CHDP Administration
- CHDP Foster Care
- Emergency Preparedness and Response Program
- Homeless Services Program
- Immunization Program
- Lead Program
- MCAH Program
- STD Program
- SPA 1
- SPA 2
- SPA 3
- SPA 4
- SPA 5
- SPA 6
- SPA 7
- SPA 8
- Toxics Epidemiology
- TB Control

7. Which of the following reflects your current employment status?

- _____ Employed full-time 40 hours per week
- _____ Employed part-time 40 or less hours per week

8. In your current job, **how proficient do you think you are in each of the following areas?** Please circle the number that best corresponds with your level of proficiency.

	Not at all Proficient					Very Proficient
Analytic/Assessment Skills						
a. Defining a problem	1	2	3	4	5	N/A
b. Determining appropriate use and limitations of data	1	2	3	4	5	N/A
c. Selecting and defining variables relevant to define public health problems	1	2	3	4	5	N/A
d. Partnering with communities to attach meaning to collected data	1	2	3	4	5	N/A
e. Making relevant inferences from data	1	2	3	4	5	N/A
f. Understanding data collection process, information technology applications, transmission capability and computer system storage and retrieval capacities.	1	2	3	4	5	N/A
g. Identifying relevant and appropriate data and information sources	1	2	3	4	5	N/A
h. Applying ethical principals to the collection, maintenance, use and dissemination of data and information.	1	2	3	4	5	N/A
i. Evaluating the integrity and comparability of data and identifying gaps in data	1	2	3	4	5	N/A
j. Understanding how the data illuminates ethical, political, scientific, economic and overall public health issues.	1	2	3	4	5	N/A
k. Obtaining and interpreting information regarding risk and benefits to the community	1	2	3	4	5	N/A
Basic Public Health Sciences Skills						
a. Understanding individuals and organizations response within the Context of the essential Public Health Service and core functions	1	2	3	4	5	N/A
b. Defining, assessing and understanding the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services	1	2	3	4	5	N/A
c. Understanding the historical development, structure and interactions of public health and health care systems	1	2	3	4	5	N/A
d. Understanding basic research methods used in public health	1	2	3	4	5	N/A
e. Applying the basic public health epidemiology, environmental public health and prevention of chronic and infectious diseases and injuries.	1	2	3	4	5	N/A
f. Developing lifelong commitment to rigorous critical thinking	1	2	3	4	5	N/A
g. Knowing how to identify and access current relevant scientific evidence.	1	2	3	4	5	N/A
h. Understanding the limitations of research and the importance of observations and interrelationships.	1	2	3	4	5	N/A
Cultural Competency Skills						
a. Understanding the dynamic forces contributing to cultural diversity	1	2	3	4	5	N/A
b. Learning the appropriate methods for interacting sensitively and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences	1	2	3	4	5	N/A
c. Identifying the roles of cultural, social and behavioral factors in determining the delivery of public health services	1	2	3	4	5	N/A
d. Developing and adapting approaches to problems that take into account the cultural differences	1	2	3	4	5	N/A
e. Understanding the importance of a diverse public health work Force	1	2	3	4	5	N/A
Communications Skills						
a. Communicating effectively both in writing and orally (Unless handicap precludes one of these forms of communications.)	1	2	3	4	5	N/A
b. Soliciting input from individuals and organizations	1	2	3	4	5	N/A

c. Advocating for public health programs and resources	1	2	3	4	5	N/A
d. Leading and participating in groups to address specific issues	1	2	3	4	5	N/A
e. Using the media, advanced technologies, and community networks to communicate information	1	2	3	4	5	N/A
f. Listening to others in an unbiased manner, respecting points of view of others, and promoting the expression of diverse opinions and perspectives	1	2	3	4	5	N/A
g. Effectively presenting accurate demographics, statistical, programmatic, and scientific information for professional and lay audiences	1	2	3	4	5	N/A
Community Dimensions of Practice skill						
a. Establishing and maintaining linkages with key stakeholders	1	2	3	4	5	N/A
b. Collaborating with community partners to promote the health of the population	1	2	3	4	5	N/A
b. Understanding how public and private organizations operate within a community.	1	2	3	4	5	N/A
d. Understanding the role of government in the delivery of community health services	1	2	3	4	5	N/A
e. Utilizing leadership, team building, negotiation, and conflict resolution skills to build community assets and available resources	1	2	3	4	5	N/A
f. Identifying community assets and available resources	1	2	3	4	5	N/A
g. Understanding how to accomplish effective community engagement	1	2	3	4	5	N/A
h. Developing, implementing and evaluating a community public health assessment.	1	2	3	4	5	N/A
Financial planning and Management Skills						
a. Developing and presenting a budget	1	2	3	4	5	N/A
b. Managing a program within budget constraints	1	2	3	4	5	N/A
c. Understanding the budget processes	1	2	3	4	5	N/A
d. Developing strategies for determining budget priorities	1	2	3	4	5	N/A
e. Monitoring program performance	1	2	3	4	5	N/A
f. Preparing proposals for funding from external sources	1	2	3	4	5	N/A
g. Applying basic human relation skills to the management of organizations, motivation of personnel, and resolution of conflicts	1	2	3	4	5	N/A
h. Managing information systems for collection, retrieval, and use of data for decision-making	1	2	3	4	5	N/A
i. Negotiating and developing contracts and other documents for the provision of population based services	1	2	3	4	5	N/A
j. Conducting cost effectiveness, cost- benefit and cost utility analyses	1	2	3	4	5	N/A
Leadership and Systems Thinking Skills						
a. Understanding the theory of organizational structure and its relation to professional practice	1	2	3	4	5	N/A
b. Contributing to development, implementation, and monitoring of organizational performance standards.	1	2	3	4	5	N/A
c. Promoting team learning and organizational learning	1	2	3	4	5	N/A
d. Helping create key values and shared vision and uses those principals to guide action	1	2	3	4	5	N/A
f. Identifying internal and external issues that may impact delivery of essential public health service (i.e. strategic planning)	1	2	3	4	5	N/A
f. Using the legal and political system to effect change	1	2	3	4	5	N/A
g. Facilitates collaboration with internal and external groups to ensure participation of key stakeholders.	1	2	3	4	5	N/A
h. Creating a culture of ethical standards within organizations and community	1	2	3	4	5	N/A
Policy Development/Program Planning Skills						
a. Collecting and summarizing and interpreting information relevant to an issue	1	2	3	4	5	N/A
b. Stating policy options and writing a clear and concise policy statements	1	2	3	4	5	N/A

c. Articulating the health, fiscal, administrative, legal, social and Political interventions	1	2	3	4	5	N/A
d. Stating the feasibility and expected outcomes of each policy option	1	2	3	4	5	N/A
e. Deciding on the appropriate course of action	1	2	3	4	5	N/A
f. Utilizing current techniques in decision analysis and health planning	1	2	3	4	5	N/A
g. Identifying, interpreting and implementing public health laws, regulations and policies related to specific programs	1	2	3	4	5	N/A
h. Preparing and implementing emergency response plans	1	2	3	4	5	N/A
i. Translating policy into organizational plans, structures and programs	1	2	3	4	5	N/A
j. Developing a plan to implement the policy, including goals, outcomes and process objectives, and implementation steps	1	2	3	4	5	N/A
k. Developing mechanisms to monitor and evaluate programs for their effectiveness and quality	1	2	3	4	5	N/A

9. For the public health training/education opportunities listed below please describe your preferred learning setting.

Type of learning	No Benefit		Great Benefit		
On-site training (multi-day work shop with instructor)	1	2	3	4	5
Regional state-wide training (with instructor)	1	2	3	4	5
Computer-based training (self study or interactive)	1	2	3	4	5
Satellite downlink conference	1	2	3	4	5
Self-directed learning (with provided learning material)	1	2	3	4	5
University course work	1	2	3	4	5

10. When thinking about public health training/education how important are the following reasons for pursuing continuing education?

	Importance				
	No Benefit				Great Benefit
Develop a better understanding of an area of Importance to my current job	1	2	3	4	5
Broaden skill base	1	2	3	4	5
Enhance competitiveness in the job market	1	2	3	4	5
Increase salary potential	1	2	3	4	5
Seeking a major career change	1	2	3	4	5
Stay current in a field	1	2	3	4	5
Licensure requirement (or other credentials)	1	2	3	4	5

11. How important are the following issues when participating in public health training/education?

	Importance				
	Low	Moderate		High	
Opportunity to interact with instructor face to Face	1	2	3	4	5
Opportunity to interact with other participants	1	2	3	4	5
Being part of a group that is taking the same course at the same time.	1	2	3	4	5
Opportunity to start at any time	1	2	3	4	5
Opportunity to complete at your own pace	1	2	3	4	5

12. What is your level of interest in pursuing each of the following public health training/education options in the next three years?

	Interest				
	Low		Moderate		High
Short course (8-16 hours of instruction no homework)	1	2	3	4	5
Certificate Program (recognized in Wyoming)	1	2	3	4	5
Individual university courses	1	2	3	4	5
Undergraduate degree in Health Education, Health Promotion, or Public Health	1	2	3	4	5
Undergraduate degree in Nursing.	1	2	3	4	5
Masters degree in Health Education, Health Promotion or Public Health	1	2	3	4	5
Masters degree in Nursing	1	2	3	4	5
Ph.D. in Health Science	1	2	3	4	5

13. Which of the following credit options would you prefer for public health training/education? (Check all that apply)

- Undergraduate credit
 Graduate credit
 Continuing Education Units (CEUs)
 No Preference

14. Please select which learning domain in public health training/education that works best for you.

	Strongly Dislike		Neutral		Strongly Like	
Evening classes	1	2	3	4	5	6
Weekend classes	1	2	3	4	5	6
One week summer intensive (classes held 8 hours per day)	1	2	3	4	5	6
Two week summer intensive (classes held 8 hours per day)	1	2	3	4	5	6
Distance education	1	2	3	4	5	6
Several day workshop/conference 2-3 days	1	2	3	4	5	6

15. How far would you be willing to travel pursuing public health training/education?

- a. _____ Miles if sent by our job (and funded).
 b. _____ Miles if on your own time.

16. How often would you be willing to travel this distance if funded?

- Once a month Never Twice a year
 Once a week Once a year Once a quarter

17. How often would you be willing to travel this distance on your own?

- Once a month Never Twice a year
 Once a week Once a year Once a quarter

18. What is your gender?

- Female
 Male

19. What is your age?

- 18-30 31-40 41-50 51-60 Over 60

19. Do you plan to retire in the next 5 years?

- Yes
- No
- Unsure

20. Do you speak any language other than English?

- No
- Yes (Please specify) _____

21. Which of the following best describes your race/ethnicity?

- Hispanic/Latino (a)
- White
- African American
- Asian American or Pacific Islander
- American Indian or Alaskan Native
- Other (Please specify) _____

22. Please complete the following information about your educational background. Fill in the year you graduated from each degree; and your field of study for each of your degrees beyond high school.

Education Background	Degree and Field of Study	Year
Associate/2 year /junior college		
Bachelors Degree/ RN		
Masters Degree		
Doctorate/ MD		
Other _____		

Thank You for your help.

We welcome comments on this training needs assessment:

In your current job, to what extent would you benefit from additional training in each of the following areas? (For each item, please circle the number that best corresponds with the importance you place on additional training in this area.)

Areas of Training	No Benefit		Some Benefit		Great Benefit	
Evidence-Based Public Health Nursing	1	2	3	4	5	6
Health promotion and disease prevention-theory and application	1	2	3	4	5	6
Public Health Nursing Core Competencies	1	2	3	4	5	6
Minnesota Model: 17 Public Health Interventions for PHN's	1	2	3	4	5	6
County of Los Angeles Nursing Practice Model	1	2	3	4	5	6
Overview of the community/public health system	1	2	3	4	5	6
Finance and personnel management, and budgeting	1	2	3	4	5	6
Group facilitation (including team building, leading meetings)	1	2	3	4	5	6
Interpersonal communication (including mentoring, preceptoring coaching, communicating with co-workers and clients)	1	2	3	4	5	6
Health and risk communication strategies	1	2	3	4	5	6
Community involvement/mobilization (including underserved populations, public/private partnerships)	1	2	3	4	5	6
Legislative/policy planning	1	2	3	4	5	6
Provision of technical assistance/consultation	1	2	3	4	5	6
Electronic communication (including internet/intranet)	1	2	3	4	5	6
Data analysis and utilization (including statistics)	1	2	3	4	5	6
Survey design and implementation	1	2	3	4	5	6
Quality improvement and assurance strategies	1	2	3	4	5	6
Disease outbreak investigation	1	2	3	4	5	6
Written communication (i.e., grant writing, analytic writing Improving writing skills)	1	2	3	4	5	6
Best Practices	1	2	3	4	5	6
Performance Measures	1	2	3	4	5	6
10 Essential Public Health Services	1	2	3	4	5	6
Other: _____ _____	1	2	3	4	5	6

Areas of Training	No Benefit		Some Benefit		Great Benefit	
Leadership Skills	1	2	3	4	5	6
Specific procedures to follow during public health emergencies	1	2	3	4	5	6
Risk communication and working with the media	1	2	3	4	5	6
Epidemiology	1	2	3	4	5	6
Mediation and negotiation	1	2	3	4	5	6
Working at the community level of practice	1	2	3	4	5	6
Working at the system level of practice	1	2	3	4	5	6
Ethics in Public Health	1	2	3	4	5	6
Legal basis of public health	1	2	3	4	5	6
Building capacity (organization)	1	2	3	4	5	6
Building capacity (community)	1	2	3	4	5	6
Coalition Building/Collaboration	1	2	3	4	5	6
MAPP (Mobilizing for Action through Planning and Partnerships)	1	2	3	4	5	6
Evaluation and Planning of a Program/Measuring Outcomes	1	2	3	4	5	6
Program Planning/Policy Development	1	2	3	4	5	6
Communication Skills	1	2	3	4	5	6
Mentoring/Preceptoring	1	2	3	4	5	6
Team Building	1	2	3	4	5	6
Building Partnerships	1	2	3	4	5	6
Policy Advocacy	1	2	3	4	5	6
Healthy People 2010	1	2	3	4	5	6
	1	2	3	4	5	6
Other: _____ _____	1	2	3	4	5	6

How important are the following issues when participating in public health training/education?

Issues to consider	Importance of Issues			
	No Importance	Low Importance	Moderate Importance	High Importance
Opportunity to interact with instructor face to face	1	2	3	4
Opportunity to interact with other participants	1	2	3	4
Being part of a group that is taking the same course at the same	1	2	3	4
Opportunity to start at anytime	1	2	3	4

Opportunity to complete at your own pace	1	2	3	4
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For any of the training topics selected, please rank order (1-5) the following modes of delivery with 1= most preferred and 5=least preferred

- On-site training (with instructor/trainer)
- Regional training (with instructor/trainer)
- Computer-based training (self-study modules)
- Two-way audio/video conference
- Satellite downlink conference (1-way video, two way audio)

To what degree are the following factors likely to motivate you to participate and complete training courses?

Motivation for pursuing training/education	Motivation		
	No Motivation	Low Motivation	High Motivation
Develop a better understanding of an area of import to my current job	1	2	3
Broaden skill base	1	2	3
Enhance competitiveness in the job market	1	2	3
Increase salary potential	1	2	3
Stay current in a field	1	2	3
Licensure requirement (or other credentials)	1	2	3

To what degree are the following factors likely to be a barrier to your participating and completing training courses?

Barriers to participating and completing training courses	Barrier			
	No Barrier	Low Barrier	Moderate Barrier	High Barrier
Finding time during work schedule	1	2	3	4
Family commitments	1	2	3	4
Traveling away from work to take a course	1	2	3	4
Agency's support for training (i.e, time off to take course, paying for course, etc.	1	2	3	4

What recommendations do you have to improve continuing education in public health nursing?