

**Workforce Development Plan**  
**Southwestern District Health Unit**

**April 2013**

# Workforce Development Plan

## Southwestern District Health Unit

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### Purpose & Introduction

<b>Introduction</b>	<p>Training and development of the workforce is one part of a comprehensive strategy toward agency quality improvement. Fundamental to this work is identifying gaps in knowledge, skills, and abilities through the assessment of both organizational and individual needs, and addressing those gaps through targeted training and development opportunities.</p> <p>This document provides a comprehensive workforce development plan for the Southwestern District Health Unit. It also serves to address the documentation requirement for Accreditation Standard 8.2.1: <i>Maintain, implement and assess the health department workforce development plan that addresses the training needs of the staff and the development of core competencies.</i></p>
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### In This Plan

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### Questions

For questions about this plan, please contact:

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# Workforce Development Plan

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### Agency Profile

<b>Mission &amp; Vision</b>	Providing a variety of services and programs that maintain or improve the health status of the general population and their environment.
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<b>Location &amp; Population Served</b>	<p>Location: Dickinson, North Dakota Stark County</p> <ul style="list-style-type: none"><li>• The Southwestern District Health Unit serves eight counties in southwestern North Dakota (Adams, Billings, Bowman, Dunn, Golden Valley, Hettinger, Slope, and Stark). These counties have a population of 38,896, according to the 2010 census.</li></ul>
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<b>Governance</b>	<p>The SWDHU is governed by a Board of Health. The Board consists of a health officer, a dentist, and county appointed members. One of these county appointed members is appointed by each county commission (with the exception of Stark County which has two because of population). The board is required to have a minimum of five members.</p> <p>The <u><a href="#">North Dakota Century Code Chapter 23-35</a></u> explains, in detail, the makeup and organization of the Board of Health.</p>
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<b>Organizational Structure</b>	<p><b><u>ADMINISTRATOR</u></b> Sherry Adams, REHS, RS, EHP II</p> <p><b><u>ENVIRONMENTAL DEPARTMENT</u></b> Kevin Pavlish, EHP II, Department Head Rex Herring, EHP II Sherry Adams, Administrator, REHS, RS, EHP II Ken Musick, EHP I</p> <p><b><u>EMERGENCY PREPAREDNESS AND RESPONSE</u></b> Joe Wanner, EPR, Department Head Sherry Adams, Administrator, REHS, RS, EHP II Maureen Roden, PIO Ken Musick, EHP I</p> <p><b><u>ACCOUNTING</u></b> Carrie Keller Mike Lindbo</p> <p><b><u>HUMAN RESOURCES/INSURANCE</u></b> Nancy Lantz</p> <p><b><u>TOBACCO PREVENTION &amp; CONTROL/PATHWAYS TO HEALTHY LIVES</u></b> Tammy Hovet, Department Head/Tobacco Specialist Jennifer Schaeffer, Tobacco Specialist Doris Lanz, Administrative Assistant Delores Roy, Pathways Outreach</p> <p><b><u>NUTRITION DEPARTMENT / WIC</u></b> Barb Truchan, LN, WIC Dept. Head Kim Deadrick, LN, LPN Deb Dohrmann, RD Joy Hayden, Administrative Assistant for WIC</p> <p><b><u>NURSING</u></b> Doreen Ott, RN, Department Head Tara Bieber, RN Gina Manhart, RN Barb Maychrzak, RN Colleen Stebbins, RN Angie Roll, RN Anita Friedt, RN Julie Johnson, RN Lori Faulhaber, RN Shiela Freed, RN</p> <p><b><u>WOMEN'S WAY PROGRAM</u></b> Leah Madler, RN</p> <p><b><u>ADMINISTRATIVE STAFF</u></b> Bonnie Leach, Executive Administrative Assistant Emelia Mosbrucker, Administrative Assistant</p>
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\*See attached organizational chart

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<b>Learning Culture</b>	<ul style="list-style-type: none"><li>• Encourage and pay for nursing CEU's</li><li>• Encourage and pay for dieticians CEU's</li><li>• Encourage and pay for environmental health CEU's</li><li>• Sherry Adams is the training coordinator</li><li>• All staff required to train at all levels of incident command and weapons of mass destruction</li><li>• All staff participates in a yearly disaster exercise</li><li>• Staff members are encouraged to attend various conferences</li></ul>
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<b>Funding</b>	The Health Unit is funded through grants, mill levy, fees, and donations.
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<b>Workforce Policies</b>	Policies are located in the Southwest District Health Unit Policies and Procedures Manual.
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# Workforce Development Plan Southwestern District Health Unit

## Workforce Profile

<b>Introduction</b>	This section provides a description of the Southwestern District Health Unit's current and anticipated future workforce needs.
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<b>Current Workforce Demographics</b>	The table below summarizes the demographics of the agency's current workforce as of April 2013.	
	<b>Category</b>	<b># or %</b>
	Total # of Employees:	31
	# of FTE:	15
	% Paid by Grants/Contracts:	75%
	Gender:	
	Female:	26
	Male:	5
	Race:	
	Hispanic:	0
	Non-Hispanic:	0
	American Indian / Alaska Native:	0
	Asian:	0
	African American:	0
	Hawaiian:	0
Caucasian:	31	
More than One Race:	0	
Other:	0	
Age:		
< 20:	0	
20 – 29:	1	
30 – 39:	3	
40 – 49:	5	
50 – 59:	13	
>60:	9	
Primary Professional Disciplines/Credentials:		
Leadership/Administration:	8	
Nurse:	13	
Registered Sanitarian/EH Specialist:	4	
Epidemiologist:	0	
Health Educator:	0	
Dietician:	1	
Social Workers:	0	
Medical Directors:	0	
Other:	5	
Retention Rate per 5 or 10 Years; by discipline if applicable		
>5 Years	10	
5-9 Years	5	
10-14 Years	5	
15-19 Years	2	
20-24 Years	2	
<25 Years	5	
Employees < 5 Years from Retirement:		
Management:	3	
Non-Management:	12	

# Workforce Development Plan

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<b>Future Workforce</b>	The SWDHU plans to hire more environmental health practitioners and more nurses in the coming years. The plan is to hire two environmental health practitioners and two nurses to keep up with the changing population and demands related to the oil boom in western North Dakota. Increasing population and environmental hazards require an increase in staff. One of the biggest challenges facing the SWDHU is the pending retirement of several staff members over the next five years.
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# Workforce Development Plan Southwestern District Health Unit

## Core Competencies & Education Requirements

<b>Core Competencies for SWDHU</b>	<p>The Core Competencies are organized into eight domains reflecting skill areas within public health.</p> <ol style="list-style-type: none"><li>1. Analytic/Assessment Skills</li><li>2. Policy Development/Program Planning Skills</li><li>3. Communication Skills</li><li>4. Cultural Competency Skills</li><li>5. Community Dimensions of Practice Skills</li><li>6. Public Health Sciences Skills</li><li>7. Financial Planning and Management Skills</li><li>8. Leadership and Systems Thinking Skills</li></ol> <p>The Core Competencies are also organized into Tiers breaking down the careers stages of the staff.</p> <ul style="list-style-type: none"><li>• <b>Tier 1 – All Staff:</b> Apply to public health professionals who carry out the day-to-day tasks of the Southwest District Health Unit and are non-management positions. Daily responsibilities include data collection, fieldwork, program planning, outreach activities, programmatic support, and other organizational tasks.</li><li>• <b>Tier 2 – Department Supervisors:</b> Apply to public health professionals with program management or supervisory responsibilities. Responsibilities include program development, implementation, and evaluation; establishing and maintaining community relations; managing timelines and work plans; and presenting arguments and recommendations on policy issues.</li><li>• <b>Tier 3 – Executive Officer &amp; Board of Health:</b> Apply to public health professionals at a senior management level. Responsible for the major programs or functions of the Southwest District Health Unit, setting a strategy and vision for the Health Unit, and maintain the SWDHU's organizational structure.</li></ul>
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<b>Analytical/Assessment Skills</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<ul style="list-style-type: none"> <li>• Identifies the health status of populations and their related determinants of health and illness</li> <li>• Adheres to ethical principles in collection, maintenance, use, and dissemination of data and information</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses the health status of populations and their related determinants of health and illness</li> <li>• Generates variables that measure public health conditions</li> <li>• Employs ethical principles in the collection, maintenance, use, and dissemination of data and information</li> <li>• Makes community-specific inferences from quantitative and qualitative data</li> </ul>	<ul style="list-style-type: none"> <li>• Reviews the health status of populations and their related determinants of health and illness conducted by the SWDHU</li> <li>• Evaluates variables that measure public health conditions</li> <li>• Ensures the application of ethical principles in the collection, maintenance, use, and dissemination of data information</li> <li>• Determines community specific trends from quantitative and qualitative data</li> <li>• Identifies the resources to meet community health needs</li> </ul>

<b>Policy Development/Program Planning Skills</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<ul style="list-style-type: none"> <li>• Participates in program planning process</li> <li>• Incorporates policies and procedures into program plans and structures</li> <li>• Demonstrates the use of public health practices and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes information relevant to specific public health policy issues</li> <li>• Describes how policy options can influence public health programs. Analyzes policy options for public health programs.</li> <li>• Gathers information that will inform policy decisions and describes the implications of policy options</li> <li>• Manages public health programs consistent with public health laws</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates information relevant to specific public health policy issues</li> <li>• Decides policy options for public health organization</li> <li>• Critiques the feasibility and expected outcomes of various policy options</li> <li>• Critiques selected policy options using data and information</li> <li>• Determines policy for the SWDHU with guidance from the staff and</li> </ul>

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	<p>and regulations</p> <ul style="list-style-type: none"> <li>• Develops plans to implement policies and programs</li> <li>• Develops policies for organizational plans, structures, and programs</li> <li>• Incorporates public health informatics practices</li> <li>• Develops strategies for continuous quality improvement</li> </ul>	<p>governing body</p> <ul style="list-style-type: none"> <li>• Ensures public health programs are consistent with public health laws and regulations</li> <li>• Implements plans and programs consistent with policies</li> <li>• Ensures the consistency of policy integration into organizational plans, procedures, structures, and programs</li> <li>• Oversees public health informatics practices and procedures</li> <li>• Implements organizational and system-wide strategies for continuous quality improvement</li> </ul>
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<b>Communication Skills</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<ul style="list-style-type: none"> <li>• Assesses the health literacy of populations served</li> <li>• Conveys public health information using a variety of approaches</li> <li>• Participates in the development of demographic, statistical, programmatic, and scientific presentations</li> <li>• Applies communication and group dynamic strategies in interactions with individuals and groups</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses the health literacy of populations served</li> <li>• Uses a variety of approaches to disseminate public health information</li> <li>• Presents demographic, statistical, programmatic, and scientific information for use by professional and lay audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that the health literacy of populations served is considered throughout all communication strategies</li> <li>• Ensures that the SWDHU seeks input from other organizations and individuals</li> <li>• Ensures a variety of approaches are considered and used to disseminate public health information</li> <li>• Interprets demographic, statistical, programmatic, and scientific information for use by professional and lay audiences</li> </ul>

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		<ul style="list-style-type: none"> <li>• Applies communication and group dynamic strategies in interactions with individuals and groups</li> <li>• Communicates the role of public health within the overall health system (i.e., federal, state, county, local governments)</li> </ul>
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<b>Cultural Competency Skills</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<ul style="list-style-type: none"> <li>• Incorporates strategies for interacting with persons from diverse backgrounds</li> <li>• Recognizes the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services</li> <li>• Responds to diverse needs that are the result of cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates strategies for interacting with persons from diverse backgrounds</li> <li>• Considers the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services</li> <li>• Responds to diverse needs that are the result of cultural differences</li> <li>• Describes the need for a diverse public health workforce</li> <li>• Assesses public health programs for their cultural competence</li> </ul>	<ul style="list-style-type: none"> <li>• Ensures that there are strategies for interacting with persons from diverse backgrounds</li> <li>• Ensures the consideration of the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services</li> <li>• Responds to diverse needs that are the result of cultural differences</li> <li>• Assesses the need for a diverse public health workforce</li> <li>• Assesses the SWDHU for its cultural competence</li> <li>• Ensures the SWDHU's cultural competence</li> </ul>

<b>Community Dimensions of Practice Skills</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>

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<ul style="list-style-type: none"> <li>• Collaborates with community partners to promote the health of the population</li> <li>• Maintains partnerships with key stakeholders</li> <li>• Informs the public about policies, programs, and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes linkages with key stakeholders</li> <li>• Facilitates collaboration and partnerships to ensure participation of key stakeholders</li> <li>• Maintains partnerships with key stakeholders</li> <li>• Uses community input when developing public health policies and programs</li> <li>• Promotes public health policies, programs, and resources</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes linkages with key stakeholders</li> <li>• Ensures the collaboration and partnerships of key stakeholders through the development of formal and informal agreements</li> <li>• Maintains partnerships with key stakeholders</li> <li>• Integrates the role of governmental and non-governmental organizations in the delivery of community health services</li> <li>• Ensures community input when developing public health policies and programs</li> <li>• Defends public health policies, programs, and resources</li> </ul>
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<b>Public Health Sciences Skills</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<ul style="list-style-type: none"> <li>• Describes the laws, regulations, policies and procedures for the ethical conduct of research</li> </ul>	<ul style="list-style-type: none"> <li>• Relates public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health</li> <li>• Determines the laws, regulations, policies and procedures for the ethical conduct of research</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates the Core Public Health Functions and Ten Essential Services of Public Health into the practice of the public health sciences</li> <li>• Applies the basic public health sciences</li> <li>• Contributes to building the scientific base of public health</li> <li>• Establishes partnerships with academic and other organizations to expand the public health science</li> </ul>

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		base and disseminate research findings
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<b>Financial Planning and Management Skills</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<ul style="list-style-type: none"> <li>• Adheres to the organization's policies and procedures</li> <li>• Reports program performance</li> </ul>	<ul style="list-style-type: none"> <li>• Develops partnerships with agencies within the federal, state, and local levels of government that have authority over public health situations or with specific issues, such as emergency situations</li> <li>• Manages programs within current and forecasted budget constraints</li> <li>• Develops strategies for determining budget priorities based on federal, state and local financial contributions</li> <li>• Evaluates program performance</li> <li>• Uses evaluation results to improve performance</li> </ul>	<ul style="list-style-type: none"> <li>• Manages partnerships with agencies within the federal, state, and local levels of government that have authority over public health situations or with specific issues, such as emergency situations</li> <li>• Manages the implementation of the judicial and operational procedures of the governing body and/or administrative unit that oversees the operations of the SWDHU</li> <li>• Develops a programmatic and organizational budget</li> <li>• Ensures that programs are managed within current and forecasted budget constraints</li> <li>• Determines budgetary priorities for the organization</li> <li>• Evaluates program performance</li> <li>• Uses evaluation results to improve performance</li> <li>• Applies basic human relations skills to the management of organizations, motivation of personnel, and resolution of</li> </ul>

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		conflicts <ul style="list-style-type: none"> <li>• Approves contracts and other agreements for the provision of services</li> </ul>
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<b>Leadership and Systems Thinking Skills</b>		
<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<ul style="list-style-type: none"> <li>• Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals</li> <li>• Participates with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action</li> <li>• Identifies internal and external problems that may affect the delivery of essential Public Health Services</li> <li>• Uses individual, team and organizational learning opportunities for personal and professional development</li> <li>• Participates in mentoring and peer review or coaching opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals</li> <li>• Incorporates systems thinking into public health practice</li> <li>• Participates with stakeholders in identifying key values and a shared vision as guiding principles for community action</li> <li>• Analyzes internal and external problems that may affect the delivery of Essential Public Health Services</li> <li>• Promotes individual, team and organizational learning opportunities</li> <li>• Establishes mentoring, peer advising, coaching or other personal development opportunities for the public health workforce</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates ethical standards of practice as the basis of all interactions with organizations, communities, and individuals</li> <li>• Integrates systems thinking into public health practice</li> <li>• Partners with stakeholders to determine key values and a shared vision as guiding principles for community action</li> <li>• Resolves internal and external problems that may affect the delivery of Essential Public Health Services (i.e. through the identification of root causes and other QI processes)</li> <li>• Advocates for individual, team and organizational learning opportunities within the organization</li> <li>• Promotes mentoring, peer advising, coaching or other personal development opportunities for the public health workforce</li> </ul>

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<b>CEU Required By Discipline</b>	Multiple public health-related disciplines require continuing education for ongoing licensing/practice. Licensures held by staff, and their associated CE requirements, are shown in the table below.	
	<b>Discipline</b>	<b>North Dakota CE Requirements (as of March 2013)</b>
	Nursing	12 CEU's every 2 Years
	Registered Sanitarian (RS/REHS)	24 CEU's every 2 years
	North Dakota EHP	15 CEU's every 2 years
	Dietitian (RD, LD)	75 CEU's every 5 years by the Commission on Dietetic Registration (CDR)
	Tobacco Specialist	20 CEU's every 2 years
	Nutrition	75 CEU's every 5 years by the Commission on Dietetic Registration (CDR)

# Workforce Development Plan Southwestern District Health Unit

## Goals, Objectives, & Implementation Plan

<b>Introduction</b>	This section provides information regarding training goals and objectives of the agency, as well as resources, roles, and responsibilities related to the implementation of the plan.
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<b>Roles &amp; Responsibilities</b>	The table below lists individuals responsible for the implementation of this plan as well as the associated roles and responsibilities.
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Who	Roles & Responsibilities
<b>Executive Officer</b>	Responsible for the overall administration of comprehensive public health programs of an eight county district health unit. Duties include planning, organizing, directing, establishing policies and evaluating agency efforts and impacts on the public health needs of the community.
<b>Director of Nurses</b>	Responsible for coordinating community health nursing services conducted within the SWDHU. Also, plans and coordinates community health nursing services within the District.
<b>EPR Coordinator</b>	Serves as the regional local public health Emergency Preparedness & Response coordinator for the District. Provides leadership, coordination, and directs planning activities for a district-wide regional bioterrorism planning and response program.
<b>Pathways Project Coordinator</b>	Plans and coordinates a variety of cancer prevention and/or educational and health promotion services district-wide.
<b>Tobacco Prevention &amp; Control Program Coordinator</b>	Plans and coordinates a variety of tobacco prevention and control activities for the District.
<b>WIC Director</b>	Directs, plans, organizes, and evaluates local WIC Program activities for the district-wide region.



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Goal	Objectives	Target Audience	Resources	Responsible Party
Enhance safety and security of SWDHU in all offices	<ul style="list-style-type: none"> <li>• Provide a safety and security analysis of all offices</li> <li>• Provide education and training on safety and security issues</li> </ul>	All Staff	Law Enforcement and New Policy Implementation	Executive Officer, Department Supervisors, and Board of Health
Enhance policies and procedures to address changes at SWDHU	<ul style="list-style-type: none"> <li>• Evaluate the Health Unit policies and procedures through monthly department head meetings</li> <li>• Pass new and updated policies as determined through department head meetings</li> </ul>	All Staff	New Policy Implementation	Executive Officer, Department Supervisors, and Board of Health
Enhance continuity of operations	<ul style="list-style-type: none"> <li>• Cross train staff</li> <li>• Offer staff opportunities for CEU's</li> </ul>	All Staff	Conferences, Training	Executive Officer, Department Supervisors
Employee performance development	<ul style="list-style-type: none"> <li>• Purchase or enhanced computer programs to ensure better employee performance and offer training for any programs, updates or purchases</li> </ul>	All Staff	CHAMPS/EHR, Accounting Software, New Computer Software for Staff, Training	Executive Officer, Department Supervisors

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<b>Communication Plan</b>	The plan will be shared at implementation at a staff and board meeting. The plan will be shared with any changes or updates following the implementation.
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# Workforce Development Plan Southwestern District Health Unit

## Curricula & Training Schedule

<b>Introduction</b>	<p>This section describes the curricula and training schedule for the Southwest District Health Unit.</p> <ul style="list-style-type: none"> <li>• All Levels of Incident Command required of all staff: 100, 200, 300, 400, 700, 800</li> <li>• Standard Awareness Level (WMD's) required of all staff</li> <li>• Nursing offered CEU opportunities</li> <li>• Nutrition offered CEU opportunities</li> <li>• Environmental Health offered CEU opportunities</li> <li>• CPR (every 2 years) offered to all staff</li> <li>• HIPAA (yearly) required of all staff</li> <li>• Civil Rights (yearly) required of all staff</li> <li>• Older Americans Act (yearly) required of all staff</li> <li>• Yearly Points of Dispensing Exercises (All go into mandatory training)</li> </ul>
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Topic	Description	Target Audience	Competencies Addressed	Schedule	Resources
Civil Rights & Discrimination	Mandatory training on civil rights and discrimination	All employees	Standard 11.1.3, Mandate	Yearly	Civil Rights Act of 1964
Older Americans Act Title III	Mandatory training on Older Americans Act Title III	All employees	Standard 11.1.3, Mandate	Yearly	Older Americans Act Title III
Policies & Procedures Updates	Staff must remain up to date with changes to policies and procedures.	All employees	Standard 9.2.5, Mandate	Time of Hire & with any updates	Policies & Procedures Manual
HIPAA Compliance	Mandatory training for HIPAA	All employees	Standard 11.1.2, Mandate	Yearly	HIPAA Policies Manual
Safety Training	Mandatory safety training on fire, bloodborne pathogens, CPR, etc.	All employees	Standard 9.2.5	Yearly (CPR every 2 years)	Red Cross, Fire Chief, Safety Officer
Response Training	Mandatory incident command and exercises	All employees	Mandate	Time of hire, scheduled exercises	FEMA
Conferences	CEU opportunities for staff	Environmental health, nursing, nutrition, tobacco	Varies	Varies	Varies

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### Evaluation & Tracking

<b>Introduction</b>	Evaluation of training will provide the Southwest District Health Unit with useful feedback regarding its efforts, including content, delivery, vendor preferences, and training effectiveness. Accurate evaluation tracking is necessary, particularly for professional continuing education documentation and quality improvement purposes. This section describes how evaluation and tracking of training will be conducted.
<b>Evaluation</b>	Staff is evaluated through CEU's, attendance, written documentation, and after action reviews.
<b>Tracking</b>	Tracking is documented by sign in lists, certificates, transcripts, CEU certification, certificates of training, and annual performance reviews.

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## Conclusion & Other Considerations

<b>Review of Plan</b>	Sherry Adams will review this plan annually.
<b>Authorship</b>	This plan was developed by <b>Steven Adams</b> and finalized April 2013.

