# Meeting Competency Requirements: Inspiring Excellence in Practice

**Eva Sogopoulos, RN, MN**
**Marg Hulin RN, Med.**
**Katie Dilworth, RN, MHSc, CCHN(C)**
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# Objectives

- To describe the Toronto Public Health (TPH) Professional Development Review Tool (PDRT).

- To learn about it's development, use and evaluation.

The TPH Healthy Living (HL) service area required a PDRT to support and assist staff in maintaining and improving their competencies.

# Healthy Living Directorate

**Program Areas:**

- Chronic Disease Prevention
- Healthy Communities

**Disciplines:**

- PHN, Health Promotion Consultants, Nutrition Promotion Consultants, Community Health Officers, Promoters of Sexual Health, Public Health Dietitians, Mental Health Consultants

## PROJECT GOAL:

- Create a meaningful and user- friendly tool

## PDRT GOALS:

- Provide an opportunity for staff to:
    - highlight achievements & strengths,
    - identify areas for professional development,
    - establish future objectives and a plan of action for continuous learning.
- Support staff in their reflective practice.

**For STAFF:**
assist HL staff to review their professional development needs towards maintaining and improving their competencies.

**For TPH:**

create a competent and unified HL workforce.

**For CLIENTS:**

staff proficiency in the HL competencies will improve the health of individuals and the communities.

Staff are valued

Staff are responsible for their professional development needs

Managers support, coach and provide feedback

Staff have unique learning goals and objectives

1. Formed a workgroup

2. Reviewed competency frameworks

3. Developed HL competencies

4. Developed tool, pilot, evaluated, revised

5. Disseminated new tool

6. Evaluated

- Established specific HL competencies expanding on core practice expectations.

- Intended to be self-reflective, incorporating a consultative process between staff and their manager.

- Included is a guideline document and glossary.

## Implementation Timelines

- Complete PDRTs by April 2010

## HL Staff Schedule for Completion

- New Staff
- Staff with 1-4 yrs length of service
- Staff with 4 yrs or greater service

## Healthy Living Professional Development Review

Professional Development Review is a process of identifying areas for growth and development, setting realistic objectives and engaging in a learning plan, involving coaching and feedback. The Professional Development Review (PDR) will assist Toronto Public Health staff in identifying and setting objectives for professional development as well as fulfilling reflective practice requirements set out by regulatory colleges.

Name:                       Employee #:                   Review Date:

Job Title:                   Program:                     Review Period:

Please complete the table below. Fill out objectives from past professional development reviews, if available. Please provide examples of activities and achievements that demonstrate how you achieved these objectives. Learning objectives from previous years that have not been achieved can be part of current review objectives.

| Objectives From Past Professional Development Review Tool Date: | Previous Year(s) Achievements/Activities |
| --- | --- |
|  |  |

**Review Completed By:**

SAMPLE TOOL

## Category 1 - Core Public Health Sciences

This category includes key knowledge and critical thinking skills related to the public health sciences: behavioural and social sciences, biostatistics, epidemiology, environmental public health, demography, workplace health, and the prevention of chronic diseases, infectious diseases, psychosocial problems and injuries. Competency in this category requires the ability to apply knowledge in practice.

**Each competency has 2 questions. Please mark an X in the column with the best answer for each of the 2 questions.**

| | What level of ability do you use in your job? | | | | | How often are you required to use this competency in your job? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Do not Use | Aware | Understand | Apply | Synthesize | Never | Everyday | Once a week | Once a month | Once a year |
| 1.1 Demonstrate knowledge about the following concepts: TPH strategic plan, TPH practice framework, CDP framework, the health status of populations, inequities in health (principles of social justice), the determinants of health and illness, strategies for health promotion, disease and injury prevention (levels of prevention) and health protection, the factors that influence the delivery and use of health services (e.g. principles of primary health care, access to services). | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ |
| 1.2 Demonstrate knowledge about the history, structure and interaction of public health and health care services at local, provincial/territorial, national, and international levels (e.g. TPH context in municipal government, board of health, PH standards, legislative requirements). | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ |
| 1.3 Apply the public health sciences to practice. | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ |
| 1.4 Use critical appraisal of evidence and research to inform health policies and programs. | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | ☒ | ☐ |
| 1.5 Demonstrate the ability to pursue lifelong learning opportunities in the field of public health. (e.g. ability to identify learning needs, seek assistance, develop a learning plan, reflective practice, mentoring opportunities). | ☐ | ☐ | ☐ | ☒ | ☐ | ☐ | ☒ | ☐ | ☐ | ☐ |

## Category 6 - Communication

Communication involves an interchange of ideas, opinions and information. This category addresses numerous dimensions of communication including internal and external exchanges; written, verbal, non-verbal and listening skills; computer literacy; providing appropriate information to different audiences; working with the media and social marketing techniques.

**Each competency has 2 questions. Please mark an X in the column with the best answer for each of the 2 questions.**

| | What level of ability do you use in your job? | | | | | How often are you required to use this competency in your job? | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Do not Use | Aware | Understand | Apply | Synthesize | Never | Everyday | Once a week | Once a month | Once a year |
| 6.1 Communicate effectively with individuals, families, groups, and communities (e.g. public speaking, facilitation, listening and writing skills, resource development). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6.1.1 Communicate effectively with colleagues(e.g. respect for diversity and providing constructive feedback; giving and receiving feedback) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6.2 Interpret information for professional, nonprofessional and community audiences. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6.3 Mobilize individuals and communities by using appropriate media, community resources and social marketing techniques. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6.4 Use current technology to communicate effectively (e.g., teleconferences, webinar, list-serves, intranet/internet). | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**Cite one example that demonstrates ability with the competencies in Category 6-Communication.**

**Develop at a minimum, one objective for professional development based on competencies in Category 6-Communication. This objective should be relevant to your job and should reflect your perceived level of ability with the competencies in Category 6-Communication.**

# Learning Plan

Copy and paste your objectives and insert into the table below. In consultation with your manager, identify success indicators, resources/strategies or opportunities required. As well, e
priorities regarding these objectives and set realistic target dates for meeting them.

**Summary of Future Professional Development Objectives**

| Category | Objectives for next review period(from above categories) | Success Indicators | Resources/Strategies/Opportunities Required | Target Dates |
|---|---|---|---|---|
| 1. Public Health Sciences | | | | |
| 2. Assessment and Analysis | | | | |
| 3. Policy and program planning, implementation and evaluation | | | | |
| 4. Partnerships, Collaboration and advocacy | | | | |
| 5. Diversity and Inclusiveness | | | | |
| 6. Communication | | | | |
| 7. Leadership | | | | |

- Evaluation Process
- Evaluation identified
- Was the tool helpful in the Identification of PD needs?
- Were there challenges in completing the tool?
- Are there suggestions for improvement?

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- Providing a tool for staff can be helpful in identification of learning needs.

- A champion for each team can assist staff in completing tool and developing learning goals.

- Professional development review should be an ongoing process.

## Reconvene the workgroup:

1.  Incorporate feedback

2.  Consider integration of new information

3.  Discuss strategies to support staff and manager participation in this valuable process.

# Thank you!

**Katie Dilworth, [kdilwor@toronto.ca](mailto:kdilwor@toronto.ca)**
**Marg Hulin, [mhulin@toronto.ca](mailto:mhulin@toronto.ca)**
**Eva Sogopoulos, [esogopou@toronto.ca](mailto:esogopou@toronto.ca)**