Professionalisation of Public Health Workforce in the European Region

Kasia Czabanowska

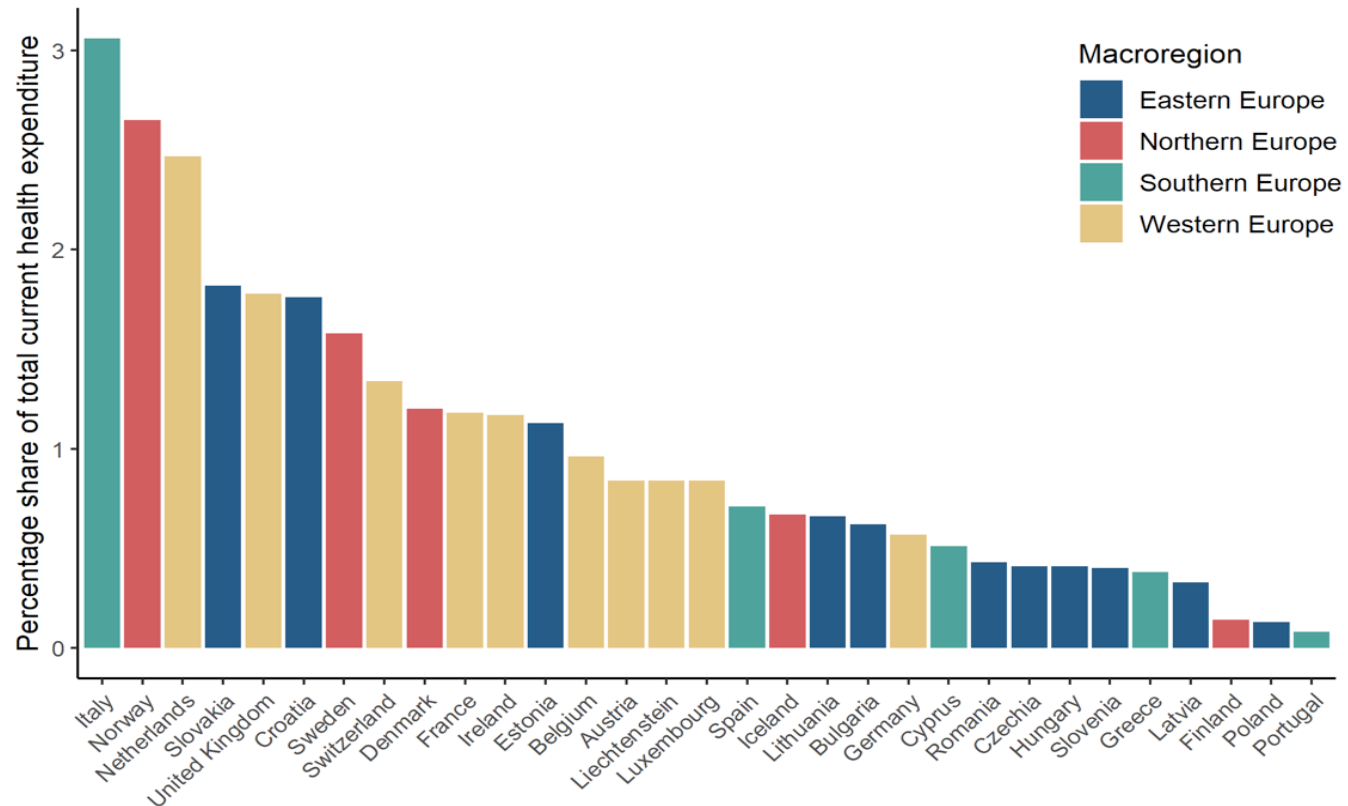**Healthcare expenditure in 2015 on providers of preventive care as a percentage share of total current health expenditures in EU-28 and EEA countries**

A discourse around Public Health Profession

Competing paradigms

- Biomedical/Social
- Individual/Collective
- Positivist/Interactionist
- Health/Disease
- Multdisciplinarity
- Integration

Who

- Medical doctors with PH specialization
- Other health care professionals with PH training
- Public Health Master and Bachelor graduates
- Other related professionals working in the field of public health
- Regulated profession?

Forum & Perspective

Social
Higher education
Students and graduates
Competencies

Political, policy and Legal
ministries, health departments,

Professional
health professions,
public health professional organisations and networks

Rising awareness of professional identity and the feeling of urgency

Paradox of PH worforce

Strong

- Multdisciplinarity
- Multi-professionalism
- Public Health Systems and Functions
- PH competencies
- Robust skill mixes
- Integration
- Academic programmes
- Public Health on the political agenda

Weak

- Everyboy and ?
- Many educational programmes not always comparable
- Unclear professional roles
- Less desired option than medical profession
- Lack of Qualification Framework?
- Regulated profession?
- Less interesting choice for students

Public Health Workforce Development

ROADMAP TO PROFESSIONALISATION OF PUBLIC HEALTH

CORE COMPTENCIES FOR PUBLIC HEALTH WORKFORCE

ASPHER PUBLIC HEALTH TRAINING ACADEMY

STAKEHOLDER INVOLVEMENT AND PARTICIPATION

WHO CoP - EU HPP - EUPHA - IANPHI - ECDC - EURONET MRPH - ASPPH - WFPHA

LEADERSHIP

CoP

Aim:

provide a platform for colleagues from across the public health system to plan their collaboration on joint actions to strengthen public health services.

bring together public health leaders from academia, from national public health services and from civil society in a multi-stakeholder community of practice where they can plan collaborative action and learn from each other's experience in practice.
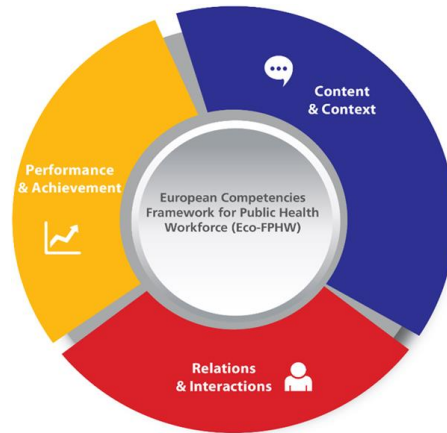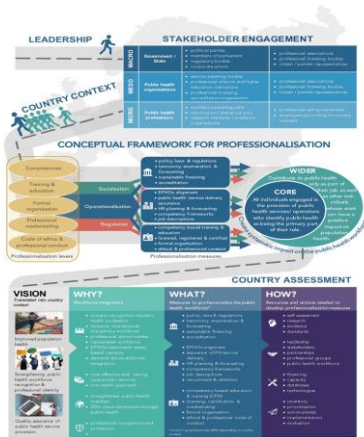
Testing and Piloting tools
(**Competencies**, Professionalization Road Map, PH European Regulations)

ASPHER
The Association of Schools of Public Health
in the European Region

Professionalisation

WHO CoP Projects

Road Map to Professionalisation
Competencies for PH Workforce
Accreditation & Credentialing

In the meantime:

Is there a golden recipe? A scoping review of public health workforce development

Olga Gershuni[1,2,3], Katarzyna Czabanowska[1,2,3], Genc Burazeri[1,4], Anna Cichowska Myrup[5], Martin Krayer Von Krauss[5]

1 Department of International Health, School CAPHRI, Faculty of Health, Medicine and Life Sciences, Maastricht University, Maastricht, The Netherlands
2 Department of Health Policy and Management, Faculty of Health Sciences, Medical College, Jagiellonian University, Krakow, Poland
3 National Institute of Public Health, Warsaw, Poland (on behalf of the Council for the Development of Human Resources for Public Health)
4 Department of Public Health, Faculty of Medicine, University of Medicine, Tirana, Albania
5 Division of Health Systems and Public Health, Public Health Services, WHO Regional Office for Europe, Copenhagen, Denmark

Correspondence: Olga Gershuni, Department of International Health, P.O.Box 616, 6200 MD Maastricht, The Netherlands;
Visiting address: Duboisdomein 30, 6229 GT Maastricht, Tel: +31 43 388 1592, Fax: +31 43 388 4172, e-mail:
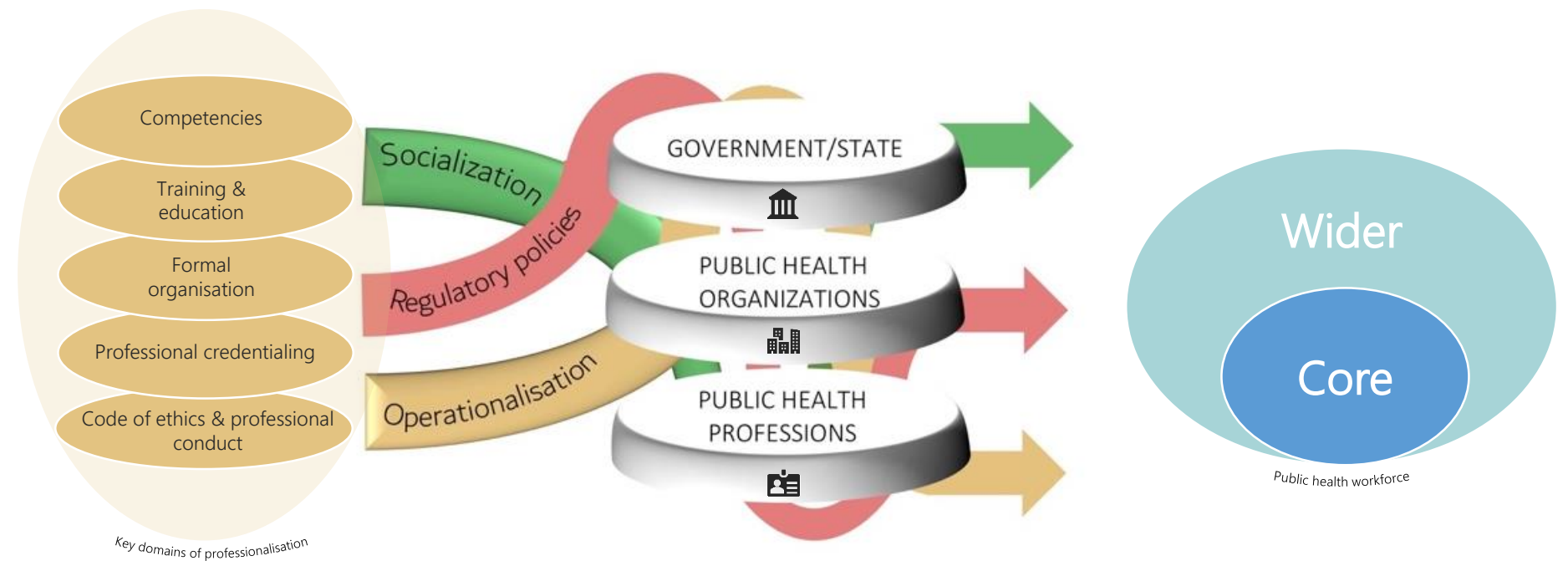o.gershuni@maastrichtuniversity.nl

Background: This study intended to design a suitable and comprehensive approach for a public health workforce development plan with the ultimate goal of meeting the health objectives in different European Region countries. **Methods:** We performed a scoping review, including an accurate and exhaustive country-specific hand-search process, mapping the key concepts and practices used in public health workforce development based on the available evidence worldwide. **Results:** We identified nine comparative measures, based on common features from a scoping literature review, for the assessment of public health workforce development plans available in selected countries. This list of nine comparative measures includes: (i) Alignment between the 10 Essential Public Health Operations (EPHOs) or core public health functions and organizational resources and public health priority areas; (ii) Regulations and Norms; (iii) Capacity Assessment; (iv) Datasets and Databases; (v) Workforce Development Strategies, Planning and Management; (vi) Education, Training, Core Competencies and Models; (vii) Licensing, Accreditation and Credentialing; (viii) Forecasting Strategies for Enumerating and Quotas and (ix) Ethical and Professional Codes of Conduct. These measures are essential to develop, sustain and modernize the public health workforce effectively. **Conclusion:** We propose a well-balanced set of measures for countries aiming to improve or develop their public health workforce based on instruments that are successfully used and applied in a wide range of countries with different public health systems. However, the implementation should be tailored and adopted according to the specific country context and available recourses.

Sociology of profession (Macdonald, 1999; Millerson 1964; Kuhlmann, 2014)

The roadmap towards professionalisation of the PHW

Key domains of professionalisation

Competencies

Training & education

Formal organisation

Professional credentialing

Code of ethics & professional conduct

Socialization

Regulatory policies

Operationalisation

GOVERNMENT/STATE

PUBLIC HEALTH ORGANIZATIONS

PUBLIC HEALTH PROFESSIONS

Wider

Core

Public health workforce

How
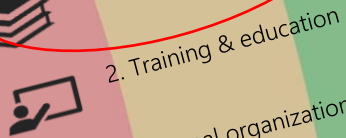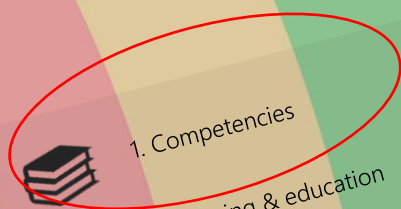Key features on a country level to consider for the development of the domains (e.g.)

What
Domains to achieve the professionalisation vision

Why
Impact measures that influence and respond to workforce professionalisation trends & drivers

Vision

Health improvement

Strengthening professional identity and protectionism

Quality assurance of population served

- academic / professional framework
- accreditation
- competency based programs
- register
- certification
- licensing
- public health association
- standards
- interprofessional, interdisciplinary expert panel

1. Competencies
2. Training & education
3. Formal organization
4. Professional credentialing
5. Code of ethics and professional conduct

Regulatory policies
Operationalisation
Socialization

- policy, laws & regulations
- taxonomy, enumeration & forecasting
- Sustainable financing

- EPHOs alignment
- assurance of PH services delivery
- HR planning & forecasting
- competency training
- job descriptions
- recruitment & retention strategies

- competency-based (CPD) training & education scheme
- licensed, registered & certified
- professional association
- ethical and professional conduct

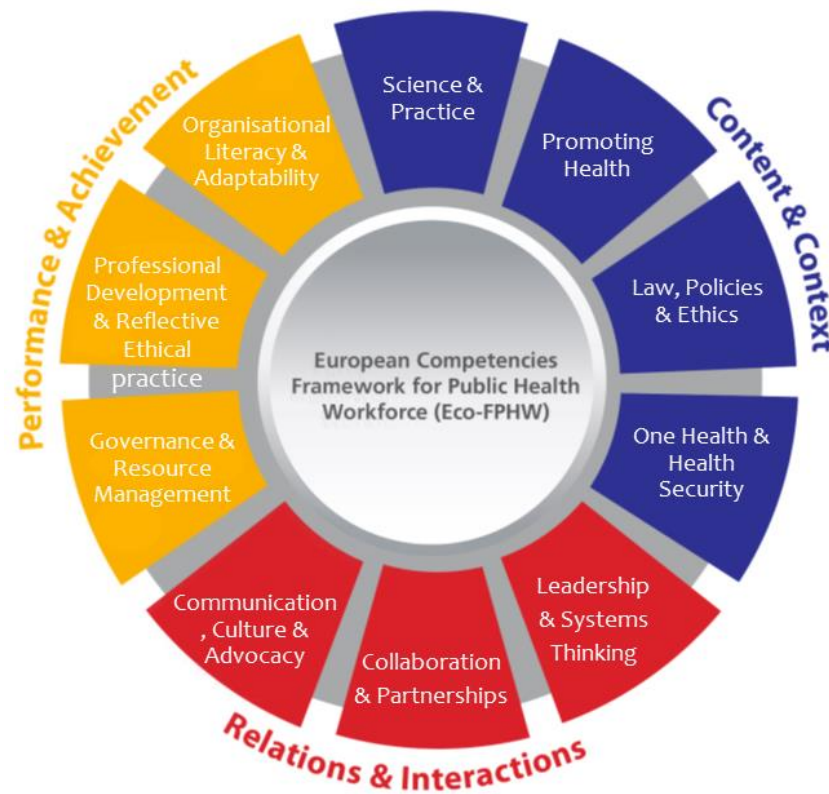Government / state

Public health organizations

Public health professions

Why competencies framework for PHW?

- Assist employers of the public health workforce
  - Staffing
  - Job description
  - Training and retraining
  - Appraisal
  - Recruitment

- Support continuing professional development and credentialing,

- Educational programmes (undergraduate and postgraduate curricula)

- Standardized assessment of public health knowledge and capabilities at:

  individual

  service

  organisational (institutional)

  local, regional, national level

European Competencies Framework for Public Health Workforce (Eco-FPHW)

For whom

o Public health professionals
o Governments (national / local) & agencies
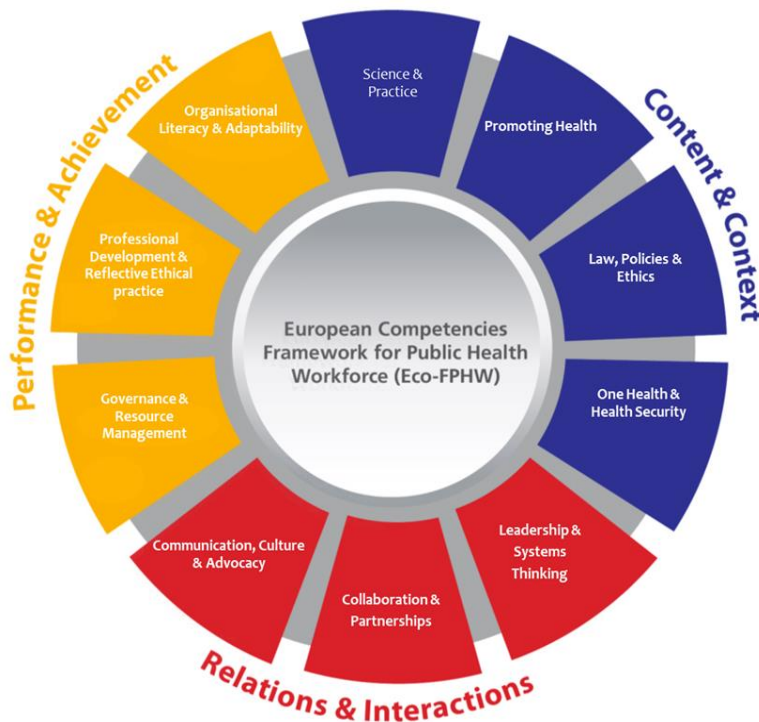o Public health professional bodies
o Education & training organisations

Development process

⇨ Review of PH competencies frameworks worldwide through online resources, hand search and expert consultations
⇨ Analysis and synthesis
⇨ Six rounds of expert and stakeholder exchanges
⇨ Synthesis into domains

o Three main domains
o Ten themes
o 84 competencies

WHO-ASPHER competencies framework for PHW

Performance & Achievement

Content & Context

Relations & Interactions

- Science & Practice
- Promoting Health
- Organisational Literacy & Adaptability
- Law, Policies & Ethics
- Professional Development & Reflective Ethical practice
- One Health & Health Security
- Governance & Resource Management
- Leadership & Systems Thinking
- Communication, Culture & Advocacy
- Collaboration & Partnerships

European Competencies Framework for Public Health Workforce (Eco-FPHW)

Level 1 (Expert)
- Focuses on the central aspects of a problem
- Performs intuitively and only occasionally needs deliberation
- Reflects on how the system works
- Assesses quality of the work done in their organisation
- Assumes leadership roles
- Develops strategies and assigns leadership responsibilities to others
- Has substantial authority and responsibility
- Supervises multiple tiers of staff

Level 2 (Proficient)
- Makes decisions via intuition & analytical thinking
- Sees situation as a whole & interconnectedness of decisions they make
- Assumes leadership roles
- Has supervisory responsibility

Level 3 (Competent
- Foundational training in a health-discipline
- Relies heavily on their core public health competencies
- Recognises that complex work requires non-routine decision making, to which hard and fast rules do not clearly apply
- May supervise smaller groups of staff

Level 1 (expert)	• High level of expertise in breadth and/or depth • Sets strategic direction • Leadership responsibility and autonomy to act
Level 2 (proficient)	• Autonomy and responsibility in coordinating work reflecting wider and deeper expertise in own area of work
Level 3 (competent)	• Autonomy in specified areas and/or works under supervision

Based on the Dreyfus Five-Stage model of Adult Skills Acquisition (Bull Sci Technol & Soc 2004(3);24:177-181) and Koo and Miner (Annu. Rev. Public Health 2010; 1:253-69)

WHO Essential Public Health Operations

Collaboration & Partnerships

Relations & Interactions

Relation & Interactions
6. Collaboration & partnerships

6.1 Works across sectors at the local/national/international level organisational structures
6.2 Understands the interdependency, integration, and competition among healthcare sectors and different actors who have interests in public health issues
6.3 Identifies, connects and manages relationships with stakeholders in interdisciplinary and inter-sectorial projects to improve public health services and achieve public health goals
6.4 Builds, maintains and effectively uses strategic alliances, coalitions, professional networks and partnerships to plan, generate evidence and implement programmes and services that share common goals and priorities to improve the health and wellbeing of populations
6.5 Evaluates partnerships and addresses barriers to successful collaboration in order to improve public health services
6.6 Understands and applies effective techniques for working with boards and governance structures including regulatory, professional and accreditation agencies

Competency	Level 1 (expert)	Level 2 (proficient)	Level 3 (competent)
Designs and conducts research which is informed by evidence and which adds to the evidence base for public health practice, involving relevant stake-holders in this process	As a principal investigator in a research project, a level 1 academic will design and coordinate research and supervise a re-search team. You will also collaborate with research led by others. You will have an in-depth knowledge of research methods and analysis techniques	A level 2 academic you will have day-to-day project management responsibilities and lead smaller research projects. You will be involved in data collection/analysis. You will have an in-depth knowledge of research methods and analysis techniques.	Level 3 academics have respon-sibilities for data collection/analysis. The non-academic workforce will have had research training as part of their degree. It will also be helpful to have some competency in research methods when working with public health researchers

Content & Context
3. Law, Policy & Ethics

International and European Laws and regulations; European Public Health Law; Strategies and Strategic approach (international, national and local level); Policy development and planning; Programme and Policy Assessment & Implementation; Priority Setting; Ethics, Ethical frameworks, ethical practice and decision-making

	Competency	Level 1	Level 2	Level 3
3.1	Knows, understands and applies the relevant international, European and national laws or regulations to maximise opportunities to protect and promote health and wellbeing.	I have expertise in national and international laws and regulations directly or indirectly applicable to the practice of public health in my country e.g. in the context of monitoring and control of the physical, radiological, chemical and biological environment, data protection, research, cross-border care and patient safety. I comply with the legislation and regulations relevant to my role.	I have a good working knowledge of the national and international laws and regulations directly or indirectly applicable to the practice of public health in my country. I comply with the legislation and regulations relevant to my role.	I know and comply with the laws and regulations directly or indirectly applicable to my own area of public health practice.
3.2	Applies scientific principles and concepts to inform discussion of health-related, fiscal, administrative, legal, social and political issues in the workplace	I have expertise in political and influencing skills. The credibility of my arguments is strengthened by having a strong evidence base and utilising scientific principles and concepts to inform the legal, social and political debate.	I am proficient in using evidence and scientific principles to underpin my public health arguments relevant to legal, social and political issues within my role.	I endeavour to use and understand the importance of evidence to back up arguments relevant to legal, social and political issues within public health.
3.3	Compares and contrasts health and social service delivery systems among and between countries, which reflect diverse political, organizational and legal contexts, using these experiences to improve access, regulation and the fairness of health systems	As a leader I have expertise in the policy and legislative environment. When developing new approaches to public health problems, I look at other areas or regions in my own or other countries for examples of good practice worth exploring and the lessons to be learnt from elsewhere.	I am proficient in the policy and legislative environment in which I work. When developing new approaches to public health problems within my team, for examples of good practice worth exploring and the lessons to be learnt from elsewhere.	I am competent in the policy and legislative environment in which I work. I am aware that there may be alternative approaches used elsewhere.

Maastricht University

Public Health Functions

- o Evaluation and analysis of health status:
- o Public health surveillance,
- o Problem investigation, and
- o Prevention programmes and health promotion;
- o Social participation in health;
- o Planning and management;
- o Regulation and enforcement;
- o Evaluation and promotion of coverage and access to health services;
- o Human resource development and training;
- o Quality assurance in persona
- o Public health research;
- o Reduction of the impact of emergencies and disasters on health.

4.8 Performs surveillance of risks and threats to the full continuum of factors tha and determine health in order to identify intervention needs

o **3.1** Knows, understands and applies the relevant, international, European a or regulations to maximise opportunities to protect and promote health and

9.6 Identifies and engages in professional development activities

What will you start with? What is your priority?

For each of professionalization measures consider what needs to be done, why does it need to be done and how it will be done. Think about each of these in terms of short, medium and long terms.

e.g.   Core competencies development of the public health workforce

Priority topic: Core competencies development of the public health workforce

Team: _____

Date: _____

	Now: 20_____	Mid-term: 20_____	Long-term: 20____	Vision
WHY				
WHAT				
HOW				
	Where are we now?	*How can we get there?*	*Where do we want to go?*	

List of priorities

Priority 1:_____

Benefit for public health workforce

_____

_____

_____

Stakeholders

_____

_____

_____

Resources

_____

_____

_____

Key barriers

_____

_____

_____

How to address them?

_____

_____

_____

Key enablers

_____

_____

How to use them?

_____

_____

THANK YOU FOR YOUR ATTENTION