

# A Public Policy Competency Framework for Public Health Actors

November 2015

This briefing note presents a competency framework developed by the National Collaborating Centre for Healthy Public Policy (NCCHPP). It is primarily intended for public health professionals who participate in framing both organizational and professional development. Its objective is to stimulate reflection regarding the competencies required to fulfill public health functions related to public policy.

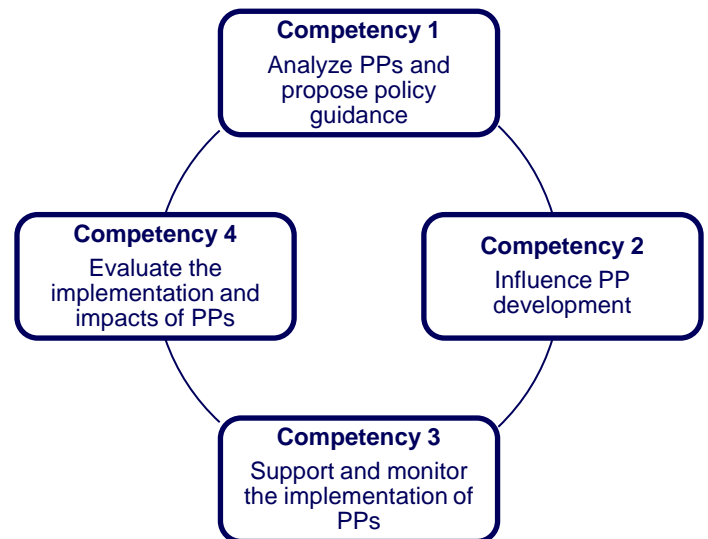
## Definition of the field: public policy

Public policy is here understood to mean “a statement or a strategic action produced or led by a public authority.” That is, a public policy can be (1) a statement produced by a public authority that defines one or more problems affecting the population or one or more groups within it, and that also furnishes (to varying degrees) a response to that problem in terms of objectives, actions and actors. A public policy may also be (2) a strategic action led by a public authority in order to limit or increase the presence of certain phenomena within the population (NCCHPP, 2015).

Since the 1980s, the public health community has recognized the importance of contributing to the development and implementation of healthy public policies (Milio, 1987). Initiated by health promotion practitioners, this movement has gained considerable momentum. Today, public health actors working at all levels and in all disciplines are called upon to intervene with respect to public policy. Their contributions to the field of public policy are exercised in different ways and at varying times; they depend, in particular, on the organizations employing these public health actors, their functions, their resources and the areas of public health in which they work. Despite this involvement, public health actors are not well prepared for the tasks they must carry out, at least not during their initial

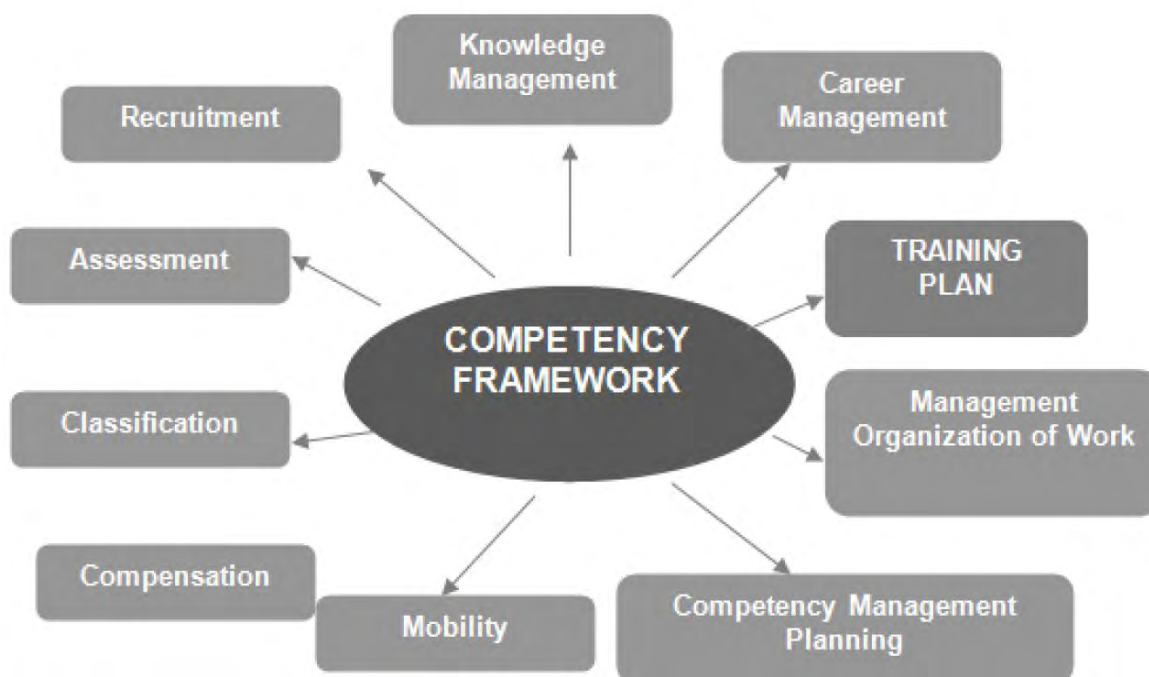
training. How can public health organizations ensure that their staff members are well prepared to carry out these tasks? What means can be used to guide the development of teams prepared for work in this field and to support the professionals concerned?

To guide the design of their training programs, organizations use different tools. One of the most relevant of these is competency frameworks. This document offers an initial version of a competency framework for work related to public policy. The first section contains a brief overview of the concept of a competency framework. Next, a review of existing public health competency frameworks is presented so that the elements related to public policy can be identified. Finally, we propose a preliminary synthesis of the main components of a framework for work related to public policy, based on the existing literature and on work carried out internally by the Centre.



**Figure 1 The four public health competencies related to public policy (PP)**

Source: National Collaborating Centre for Healthy Public Policy, 2014, internal document.



**Figure 2** Various fields where competency frameworks are used

Source: Brahim, 2011, p. 37.

## The competency framework

This document represents an effort to develop a full competency framework for public health actors in their public policy-related work. In the scientific literature, a competency framework is defined as “an evolving, updatable tool that provides [...] an overview of professional activities, the conditions and procedures for organizing them and the resources (know-how, qualities, resource networks, etc.) to be brought together to implement these activities” (Brahimi, 2011, p. 35). Thus, it makes it possible to establish a portrait of what should be mastered by professionals in one or more spheres of public health activity. A framework is developed based on an analysis of “professional situations.”<sup>1</sup> Competencies are associated with professional situations, and the resources<sup>2</sup> necessary for the mastery of those

competencies are then listed. It is used, in particular, to orient training programs. Thus, it can guide the development both of individuals and of the organization. In brief, a competency framework is an effective tool for organizing human resources, developing competencies, and analyzing team composition. Figure 2 illustrates various possible uses of a competency framework.

The best known Canadian public health competency framework is certainly *Core Competencies for Public Health in Canada* (Public Health Agency of Canada, 2008). This framework organizes the core public health competencies into seven broad categories. Produced following an extensive consultation process, the framework provides a portrait of what is required to properly fulfill public health functions in Canada.

<sup>1</sup> “Professional situations are situations that people encounter in their work and must manage effectively . [...] According to Le Boterf, professional situations are key activities associated with a set of performance criteria or professional requirements” (Brahimi, 2011, p. 24).

<sup>2</sup> “Competency is **complex knowing how to act** supported by **effectively drawing upon** and **combining** a variety of internal

and external resources within a **family of situations**” (Tardif, 2006, in Brahim, 2011, p. 23).

## Integration of public policy work in existing frameworks

The work presented in this document was not carried out according to the method typically used to define frameworks, which must refer directly to professional situations, as we have seen. This is because, unlike traditional areas of public health activity (such as environmental health or health promotion), work related to public policy is carried out across public health functions and is not confined to individuals with a specific job title. To open reflection by public health actors on this subject, we began by identifying the various public health competency frameworks that have been produced.<sup>3</sup>

This review does not constitute a systematic review of the literature, but our search was exhaustive enough that we could make a preliminary judgment regarding the integration of public policy work in public health competency frameworks. The frameworks selected for analysis had to contain competency statements, had to have been written by practitioners, public health authorities or public health reference organizations and had to contain explicit references to public policy.

From these frameworks, we then extracted professional situations related to public policy. An analysis of these professional situations allowed us to identify four major public policy competencies essential to accomplishing public health functions. These were then validated by public health professionals during working meetings with a team from the Direction de santé publique de Montréal [Montréal's public health department] and the École de santé publique at the Université de Montréal [the University of Montréal's school of public health]. These working meetings led to the addition of two generic competencies to the four core competencies.

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<sup>3</sup> An initial set of frameworks was collected from previous work conducted by the Développement de compétences [skills development] unit at the Institut national de santé publique du Québec (INSPQ). To this was added a second set of frameworks and documents gathered through an exploratory search for frameworks and articles in the Medline, SocioIndex and Google Scholar databases using the search terms "competency," "curriculum," "public policy" and "public health" and examining the titles and abstracts of articles identified by these databases. Subsequently, one of the authors conducted a scan of health promotion journals and websites. It is worth noting that the Medline Mesh terms "policy analysis" and "professional competence" were used unsuccessfully, reflecting the fact that the word "competence" is also used to refer to the ability to perform professional work of good quality.

These two new competencies are also generally useful to public health work. The first involves intersectoral collaboration, which is central to health promotion ("work collaboratively with other stakeholders"). The second involves the ability to contextualize ("contextualize a public health intervention"). In other words, the latter competency calls for the ability to identify the defining characteristics of an environment, including the interests, ideas and institutions that predominate in a given instance. We have omitted these generic competencies from the present framework so as to focus discussion on the competencies that typically relate to public policy.

### PUBLIC HEALTH COMPETENCY FRAMEWORKS AND PUBLIC POLICY

Ten competency frameworks were collected from the field of public health:

#### A European framework:

1. Developing Competencies and Professional Standards for Health Promotion Capacity Building in Europe (CompHP project) (Dempsey, Battel-Kirk, Barry, & CompHP Project Partners, 2011);

#### Two Pan-Canadian frameworks:

2. Core Competencies for Public Health in Canada (Public Health Agency of Canada, 2008);
3. Pan-Canadian Health Promoter Competencies (Pan-Canadian Network for Health Promoter Competencies, 2014);

#### One framework from Saskatchewan:

4. Core Competencies: Population Health Promotion Practitioners in Saskatchewan (Bélanger et al., 2012);<sup>4</sup>

#### Two American frameworks:

5. Core Competencies for Public Health Professionals (Council on Linkages Between Academia and Public Health Practice, 2010);
6. Public Health Solutions Through Changes in Policies, Systems and the Built Environment. Specialized Competencies for the Public Health Workforce (Emery & Crump, 2006);

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<sup>4</sup> We have included this framework, even though it does not take the same form as the others.

**A framework from the United Kingdom:**

7. Public Health Skills and Career Framework: Multidisciplinary/multi-agency/multi-professional (Public Health Resource Unit, 2008);

**Three Québec frameworks:**

8. Environmental Health Competency Framework for Public Health in Québec (Laliberté & Brahim, 2012);
9. Référentiel de compétences en prévention et en promotion de la santé pour la santé publique au Québec (Martin & Brahim, 2014);
10. Référentiel de compétences en maladies infectieuses pour la santé publique au Québec (Archetto, Morin, Brahim, & Martin, in press).

**FOCUS OF FRAMEWORKS**

Three competency frameworks cover the public health field as a whole. These are the Canadian *Core Competencies for Public Health in Canada*, the American *Core Competencies for Public Health Professionals* and the United Kingdom's *Public Health Skills and Career Framework*.

Four frameworks are specific to health promotion. These include the European *CompHP framework*, the Canadian *Pan-Canadian Health Promoter Competencies* and the Québec *Référentiel de compétences en prévention et en promotion de la santé pour la santé publique au Québec*.

Two frameworks focus on other public health domains, namely, the Québec frameworks focused on environmental health, and infectious diseases, respectively.

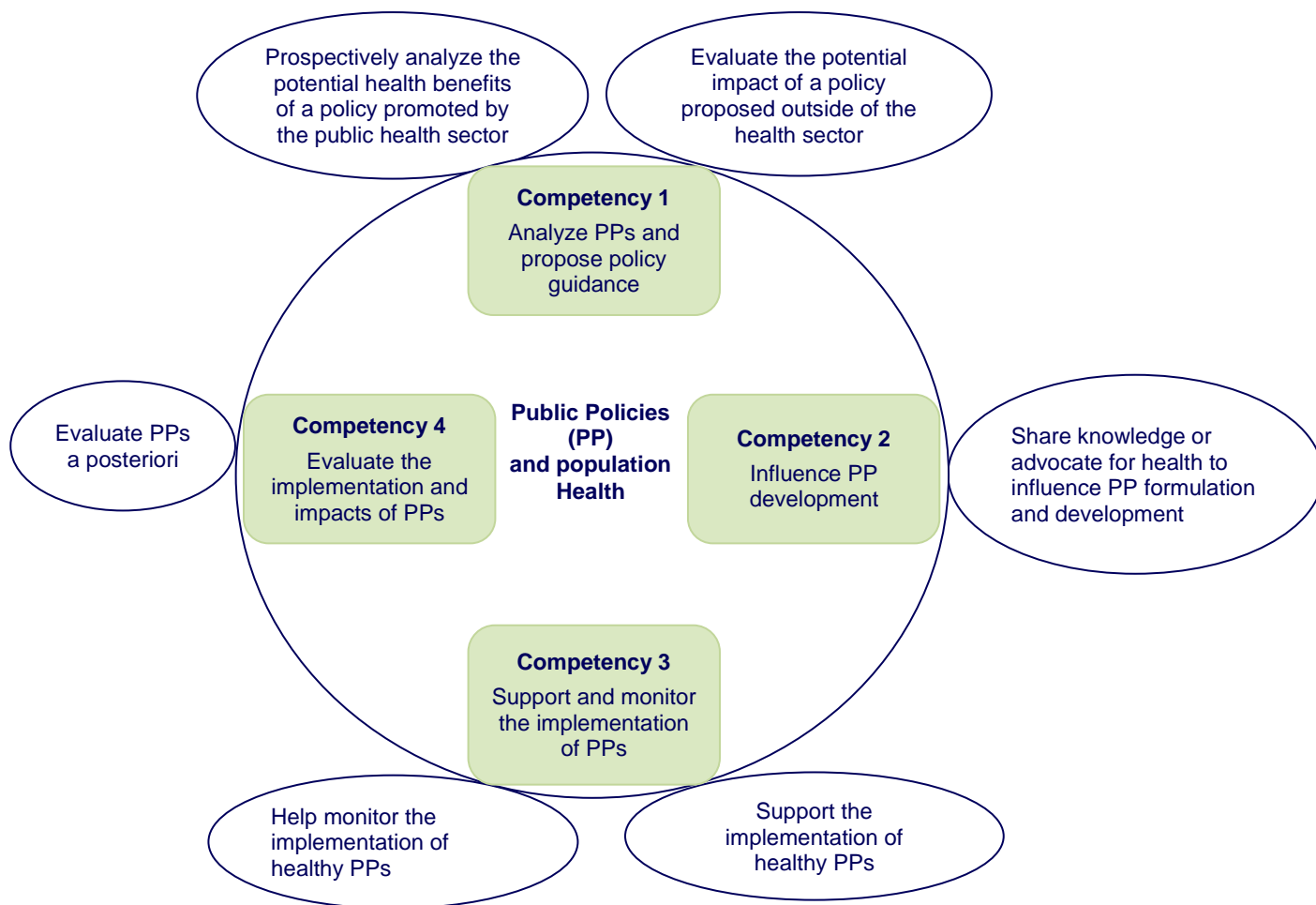
Finally, a single framework is entirely devoted to healthy public policy. This is found in the article *Public Health Solutions Through Changes in Policies, Systems and the Built Environment. Specialized Competencies for the Public Health Workforce*. This document focuses on one area of intervention: the built environment.

**COMPETENCY STATEMENTS**

The public policy domain is explicitly covered by the majority of the frameworks selected, since this was one of the selection criteria. However, a reading of the frameworks reveals that this domain is poorly developed, with one exception. The majority of the public health competency frameworks identified cover only one or a few dimensions of work related to public policy. Only one of the frameworks identified focuses exclusively on public policy and explores some of the related competencies, namely those required for changing policies and systems and for creating favourable environments (Emery & Crump, 2006).

Within the frameworks, competency statements are grouped into domains. Four frameworks have domains that include competency statements related to public policy. These four broad domains are: supporting change, advocating for health, planning or implementing policies and programs, and developing policies and strategies. Appendix 1 presents a summary table of the frameworks analyzed and the number of the competency statements related to public policy, while Appendix 2 consists of a table reproducing the text of the competency statements identified in each of the selected frameworks.

Each framework also states competencies, knowledge and know-how related to working in partnership or intersectorally, communication, leadership and planning. All these dimensions are important facets of work tied to healthy public policy.



**Figure 3 Public health competency framework related to public policy (PP)**

Note: Often, professionals are required to work on only one or some of these skills.  
Source: Malai, Morestin, Benoit, & Labesse, 2014, NCCHPP internal document

### A provisional synthesis: four major roles, four major competencies

The list of competency statements identified outlines the various activities that public health actors must engage in within the context of their work. Thus, it is possible to identify four major roles they can play:

- Analyze the health impacts of public policies;
- Share public health knowledge with policy makers;
- Support the implementation of public policies (especially those promoted by the public health sector); and

- Carry out retrospective evaluations of the impact or implementation of a public policy.

These roles are associated with four primary competencies:

- Analyzing public policies and proposing options;
- Influencing public policy developers so that evidence based on public health research is taken into account;
- Supporting the establishment and monitoring the implementation of public policies; and
- Evaluating the implementation of public policies and their impacts on population health.

**THE ELEMENTS OF COMPETENCY 1: “ANALYZE PUBLIC POLICIES AND PROPOSE POLICY GUIDANCE”**

Each competency can be broken down into one or more elements. In the case of public policy analysis, the primary roles of public health actors are twofold. First, they analyze the potential impacts of public policies they intend to propose, such as laws involving tobacco or the use of cellular phones while driving, for example. Secondly, they are also called upon to analyze the impacts of public policies that are initiated by other sectors and that could have an impact on population health. These analyses constitute part of the advisory work performed by public health actors; they are sometimes derived from obligations inscribed in law. Such analyses may also be required by policy makers seeking a public health perspective.

**THE ELEMENT OF COMPETENCY 2: “INFLUENCE PUBLIC POLICY DEVELOPMENT”**

Once analyses have been carried out, a second role consists of conveying this information to decision makers. Institutional public health actors (working in the government network) most certainly have a responsibility to share acquired knowledge so as to support decision making. This first dimension can be described as a knowledge-sharing competency. A second dimension involves advocating for healthy options. This is generally entrusted to public health actors from the community sector or from academia, or depending on the legal and organizational contexts, it may also be entrusted to public health actors from the institutional sector. This type of health advocacy is distinguished from partisan activities, since it seeks to call attention to health impacts and is carried out in accordance with the established rules of various organizations.

**THE ELEMENTS OF COMPETENCY 3: “SUPPORT AND MONITOR THE IMPLEMENTATION OF PUBLIC POLICIES”**

A third competency consists of providing advice and support for the implementation of public policies. This role also involves ensuring that a public policy is established. For example, various government agencies ensure the implementation and monitoring of public policies such as the ban on smoking in the workplace. Public health actors may also be called upon to support the establishment of policies whose principal sphere of concern is outside of the health sector.

**THE ELEMENT OF COMPETENCY 4: “EVALUATE THE IMPLEMENTATION AND IMPACTS OF PUBLIC POLICIES”**

Lastly, a final competency involves carrying out retrospective evaluations of the implementation or the impacts of a public policy. This step, usually conducted when legislation is being reviewed, provides an update on the expected or unexpected impacts of a public policy on population health. Such evaluations are conducted a posteriori, after a policy has been implemented, unlike health impact assessments (HIAs) which are generally prospective (St-Pierre, 2009).

**How to use this framework**

Public health units can use this framework to guide reflection on training public health actors for work related to public policy. Thus, the following questions can be asked:

- As an organization, unit or team, how much of your effort is focused on work related to public policy?
- How are professionals and managers prepared to perform this work?
- How do those in your organization tasked with this work evaluate the extent of their mastery of the necessary competencies and knowledge?
- What priority do employees assign to the mastery of these competencies? In other words, what level of interest is demonstrated?
- Also, what priority do managers assign to the mastery of each of these competencies? In other words, how important is it to managers that members of their teams master some or all of these competencies?
- What type of competency is desired?
  - Prospective impact assessment?
  - Influence strategies, including knowledge sharing or advocacy?
  - Support for implementation?
  - Evaluation?
  - All of these dimensions?

It should be noted that, depending on the organization, not all of these dimensions will necessarily be relevant for all public health actors.

## References

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## Appendix 1 Summary table of 10 frameworks analyzed with competency domains and competency statements related to public policy

Note: The information presented in these tables is excerpted and quoted directly from the original documents. In an effort to improve readability, we have not used quotation marks. To cite this material, please consult the original documents.

Source	Policy related domains/categories/areas	Statements <sup>5</sup>
Canada Public Health Agency of Canada, 2008	1 out of 7 categories: – Policy and program planning, implementation and evaluation.	– 8 competency statements
Canada Pan-Canadian Network for Health Promoter Competencies, 2014	2 out of 9 categories: – Partner with communities to conduct a situational assessment for a specific issue. – Contribute to policy development and advocacy.	– 1 competency statement – 3 competency statements
Saskatchewan Belanger et al. for the Population Health Promotion Contacts Committee, 2012	1 skill out of a list of 8: – Policy development.	– 3 sub-competency statements
Québec Laliberté, C. & Brahim, C. 2012	– Environmental health	– 1 competency related to public policy associated with 6 professional situations. – 2 professional situations related to public policy associated with 1 competency (No. 3)
Québec Martin & Brahim, 2014	– Health prevention and promotion	– 2 professional situations related to public policy associated with 1 competency (No. 3)
Québec Archetto et al., in press	– Infectious diseases	– 4 professional situations related to public policy divided among 3 competencies (Nos. 1-2-3)
United States Council on Linkages Between Academia and Public Health Practice, 2010	1 out of 8 domains: – Policy development/Program planning	– 34 competency statements divided into 3 stages of career development
United States Emery & Crump, 2006	5 competency domains related to public policy and the creation of healthy environments: – Assessing and framing the policy problem – Using policy analysis tools – Influencing the policy change process – Implementing enacted policies – Evaluating policy interventions	– 21 competency statements divided into 5 domains
Europe Dempsey, Battel-Kirk, & CompHP Project Partners, 2011	2 out of 9 domains: – Enable change – Advocate for health	– 5 competency statements – 5 competency statements
United Kingdom Public Health Resource Unit, 2008	1 area out of 4 core areas: – Policy and strategy development and implementation for population health and wellbeing	– 30 competency statements divided into 9 stages of career development

<sup>5</sup> The competency statements are detailed in Appendix 2.



## Appendix 2 Competency statements related to public policy by selected framework

Note: The information presented in these tables is excerpted and quoted directly from the original documents. In an effort to improve readability, we have not used quotation marks. To cite this material, please consult the original documents.

<b>Competency Framework:</b> Public Health Agency of Canada. (2008). <i>Core competencies for public health in Canada</i> , Release 1.0. Retrieved from: <a href="http://www.phac-aspc.gc.ca/php-ppsp/ccph-cesp/about_cc-afpropos_ce-eng.php">http://www.phac-aspc.gc.ca/php-ppsp/ccph-cesp/about_cc-afpropos_ce-eng.php</a>
<b>Detailed list of competency statements related to public policy</b>
<b>Domain:</b> 3.0 Policy and program planning, implementation and evaluation
<b>Competency statements:</b> A public health practitioner is able to... <ol style="list-style-type: none"><li>3.1 Describe selected policy and program options to address a specific public health issue.</li><li>3.2 Describe the implications of each option, especially as they apply to the determinants of health and recommend or decide on a course of action.</li><li>3.3 Develop a plan to implement a course of action taking into account relevant evidence, legislation, emergency planning procedures, regulations and policies.</li><li>3.4 Implement a policy or program and/or take appropriate action to address a specific public health issue.</li><li>3.5 Demonstrate the ability to implement effective practice guidelines.</li><li>3.6 Evaluate an action, policy or program.</li><li>3.7 Demonstrate an ability to set and follow priorities, and to maximize outcomes based on available resources.</li><li>3.8 Demonstrate the ability needed to fulfill functional roles in response to a public health emergency</li></ol> <p style="text-align: right;">Public Health Agency of Canada, 2008, Section 3.0</p>

<p><b>Competency Framework:</b> Pan-Canadian Network for Health Promoter Competencies. (2014). <i>Pan-Canadian Health Promoter Competencies (Version 5)</i>. Retrieved from: <a href="https://static1.squarespace.com/static/52cb0336e4b0e90fb28b6088/t/54748e57e4b03fa3bab9f158/1416924759306/Pan-Canadian_Health_Promoter_Competencies_Version_5.pdf">https://static1.squarespace.com/static/52cb0336e4b0e90fb28b6088/t/54748e57e4b03fa3bab9f158/1416924759306/Pan-Canadian_Health_Promoter_Competencies_Version_5.pdf</a></p>
<p><b>Detailed list of competency statements related to public policy</b></p>
<p><b>Domain:</b> Situational Assessments</p>
<p><b>Competency statements:</b></p> <p>2 <b>Partner with communities to conduct a situational assessment for a specific issue</b> that includes:</p> <p>2.1 Conduct population assessment using existing or collected health data for a specific health issue.</p> <p>2.2. Access and critically appraise evidence (i.e. published and grey literature, systematic reviews, and promising practices) on the health issue and effective interventions.</p> <p>2.3. Conduct an environmental scan to identify community assets, resources, challenges and gaps.</p> <p>2.4. Analyze all data, evidence, and environmental scan findings to develop effective program and policy interventions.</p> <p style="text-align: right;">Pan-Canadian Network for Health Promoter Competencies, 2014, p. 1</p>
<p><b>Domain:</b> Policy Development and Advocacy</p>
<p><b>Competency statements:</b></p> <p>4. <b>Contribute to policy development and advocacy that reflects community needs</b> and includes:</p> <p>4.1 Describe the implications of policy options (i.e., health, economic, administrative, legal, social, environmental, political and other factors, as applicable).</p> <p>4.2 Provide strategic policy advice on health promotion issues.</p> <p>4.3 Write clear and concise briefs for health promotion issues.</p> <p>4.4 Understand the policy making process to assist, enable and facilitate the community to contribute to policy development.</p> <p style="text-align: right;">Pan-Canadian Network for Health Promoter Competencies, 2014, p. 1</p>

**Competency Framework:** Belanger, L., Kuley, L., Montgomery, M., Nieminen, N., Oliver, H., & Ramsay, D. (2012). *Core competencies: Population health promotion practitioners in Saskatchewan*. Saskatchewan: Population Health Promotion Contacts Committee. Retrieved from: [http://www.rqhealth.ca/service-lines/master/files/core\\_competencies.pdf](http://www.rqhealth.ca/service-lines/master/files/core_competencies.pdf)

**Detailed list of competency statements related to public policy**

**Skill:** Policy development

**Competency statements:**

- Understanding and identifying policy components and implications
- Contributing to collaborative policy development
- Facilitating population health policy and practice across sectors

(Belanger et al., 2012, p. 2)

**Competency Framework:** Laliberté, C. & Brahim, C. (2012). *Environmental health competency framework for public health in Québec*. Québec: Institut national de santé publique du Québec. Retrieved from: [http://www.inspq.qc.ca/pdf/publications/1675\\_EnvironHealthCompetFrameworkPublicHealthQc.pdf](http://www.inspq.qc.ca/pdf/publications/1675_EnvironHealthCompetFrameworkPublicHealthQc.pdf)

**Detailed list of competency statements related to public policy**

**Domain:** Environmental health

Competency statements:

- 1 competency related to public policy associated with 6 professional situations

Competency 2: Make recommendations on all public health issues related to environmental impacts, including policies, large-scale environmental projects, statutes, regulations, standards, programs and land-use plans

6 associated professional situations:

- Participate in the process of reviewing land-use plans and interim control bylaws.
- Participate in the process of reviewing land-use plans of the Montreal Metropolitan Community and the Québec Metropolitan Community.
- Participate in the environmental assessment process
  - Evaluate the impacts of development projects by identifying psychosocial and health issues whether or not the projects are subject to the impact procedure.
  - Follow up on impact studies and other recommendations.
  - Answer questions posed by the BAPE (on behalf of the MSSS or the DSP).
  - Participate in public hearings held by the BAPE in keeping with own mandate.
- Validate the reference values, standards and criteria for various chemical, physical, microbiological and radiological contaminants.
- Establish reference values, standards and criteria for various chemical, physical, microbiological and radiological contaminants.
- Draft or collaborate in drafting a scientific advisory in connection with the application of section 54, an environmental health bill or the amendment process for a set of regulations.

(Laliberté & Brahim, 2012, pp. 24-26).

- 2 professional situations related to public policy associated with competency 3.

Competency 3: Support the environmental health network and its intersectoral partners during the decision-making process in a constantly evolving context.

2 associated professional situations:

- Raise the awareness of partners, decision-makers and the general public regarding environmental health risks and encourage the creation of healthy environments.
- Influence decision-makers and partners involved in the development of public policy related to environmental health.

(Laliberté & Brahim, 2012, p. 29).

**Competency Framework:** Martin, C. & Brahim, C. (2014). *Référentiel de compétences en prévention et en promotion de la santé pour la santé publique au Québec*. Québec: Institut national de santé publique du Québec. Retrieved from: [http://www.inspq.qc.ca/pdf/publications/1865\\_Referentiel\\_Compétences\\_Sante.pdf](http://www.inspq.qc.ca/pdf/publications/1865_Referentiel_Compétences_Sante.pdf)

#### Detailed list of competency statements related to public policy

**Domain:** Health prevention and promotion

#### Competency statements:

- 2 professional situations related to public policy associated with competency 3.

Competency 3: Implement health prevention and promotion services and activities with and according to the needs of affected populations and life settings

2 associated professional situations:

- Implement a public policy, guideline or health-promoting procedure.
- Advocate for health.

(Martin & Brahim, 2014 pp. 30-31) [translation].

**Competency Framework:** Archetto, M. J., Morin, D., Brahim, C., & Martin, C. (in press). *Référentiel de compétences en maladies infectieuses pour la santé publique au Québec*. Québec: Institut national de santé publique du Québec.

#### Detailed list of competency statements related to public policy

**Domain:** Infectious diseases

#### Competency statements:

- 4 professional situations related to public policy associated with competency 1, 2, and 3.

Competency 1: Ensure the surveillance, monitoring and protection of the population as regards infectious diseases (ID)

1 associated professional situation:

- Respond to requests from political authorities or the media

Competency 2: Develop plan for the organization of services and activities related to ID

2 associated professional situations:

- Develop policies, procedures, intervention guides, minimum service offerings, rules governing care, and collective prescriptions while harmonizing practices.
- Influence authorities during the development of policies, guidelines or programs that can improve the health status of the population.

Competency 3: Implement services and activities related to ID

1 associated professional situation:

- Implement policies, procedures, intervention guides, minimum service offerings, rules governing care, and collective prescriptions while harmonizing practices.

(Archetto, Morin, Brahim, & Martin, in press) [translation]

**Competency Framework:** Council on Linkages Between Academia and Public Health Practice. (2010). *Core Competencies for Public Health Professionals*. United States. Retrieved from: [http://www.pfh.org/resourcestools/Documents/Core\\_Competencies\\_for\\_Public\\_Health\\_Professionals\\_2010May.pdf](http://www.pfh.org/resourcestools/Documents/Core_Competencies_for_Public_Health_Professionals_2010May.pdf)

**Detailed list of competency statements related to public policy**

**Domain:** Policy Development/Program Planning Skills

**Competency statements:**

Tier 1 – Entry level	Tier 2 – Program Management /Supervisory Level	Tier 3 – Senior Management /Executive Level
2A1. Gathers information relevant to specific public health policy issues	2B1. Analyzes information relevant to specific public health policy issues	2C1. Evaluates information relevant to specific public health policy issues
2A2. Describes how policy options can influence public health programs	2B2. Analyzes policy options for public health programs	2C2. Decides policy options for public health organization
2A3. Explains the expected outcomes of policy options (e.g., health, fiscal, administrative, legal, ethical, social, political)	2B3. Determines the feasibility and expected outcomes of policy options (e.g., health, fiscal, administrative, legal, ethical, social, political)	2C3. Critiques the feasibility and expected outcomes of various policy options (e.g., health, fiscal, administrative, legal, ethical, social, political)
2A4. Gathers information that will inform policy decisions (e.g., health, fiscal, administrative, legal, ethical, social, political)	2B4. Describes the implications of policy options (e.g., health, fiscal, administrative, legal, ethical, social, political)	2C4. Critiques selected policy options using data and information (e.g., health, fiscal, administrative, legal, ethical, social, political)
		2C5. Determines policy for the public health organization with guidance from the organization's governing body
	2B5. Uses decision analysis for policy development and program planning	2C6. Critiques decision analyses that result in policy development and program planning
2A5. Describes the public health laws and regulations governing public health programs	2B6. Manages public health programs consistent with public health laws and regulations	2C7. Ensures public health programs are consistent with public health laws and regulations
2A6. Participates in program planning processes	2B7. Develops plans to implement policies and programs.	2C8. Implements plans and programs consistent with policies
2A7. Incorporates policies and procedures into program plans and structures	2B8. Develops policies for organizational plans, structures, and programs	2C9. Ensures the consistency of policy integration into organizational plans, procedures, structures, and programs.
2A8. Identifies mechanisms to monitor and evaluate programs for their effectiveness and quality	2B9. Develops mechanisms to monitor and evaluate programs for their effectiveness and quality	2C10. Critiques mechanisms to evaluate programs for their effectiveness and quality
2A9. Demonstrates the use of public health informatics practices and procedures (e.g., use of information systems infrastructure to improve health outcomes)	2B10. Incorporates public health informatics practices (e.g., use of data and information technology standards across the agency where applicable, and use of standard software development life cycle principles when developing new IT applications)	2C11. Oversees public health informatics practices and procedures (e.g., use of data and information technology standards across the agency where applicable, and use of standard software development life cycle principles when developing new IT applications)
2A10. Applies strategies for continuous quality improvement	2B11. Develops strategies for continuous quality improvement	2C12. Implements organizational and system-wide strategies for continuous quality improvement
		2C13. Integrates emerging trends of the fiscal, social and political environment into public health strategic planning

Council on Linkages Between Academia and Public Health Practice, 2010, pp. 9-10

<p><b>Competency Framework:</b> Emery, J. &amp; Crump, C. (2006). <i>Public health solutions through changes in policies, systems, and the built environment. Specialized competencies for the public health workforce.</i> Washington: Directors of Health Promotion and Education. Retrieved from:  <a href="http://c.ymcdn.com/sites/www.dhpe.org/resource/resmgr/docs/hpec_comps_phase_final.pdf">http://c.ymcdn.com/sites/www.dhpe.org/resource/resmgr/docs/hpec_comps_phase_final.pdf</a></p>
<p><b>Detailed list of competency statements related to public policy</b></p>
<p><b>Domain:</b> 1. Assessing and framing the policy problem</p>
<p><b>Competency statements:</b></p> <ul style="list-style-type: none"> <li>a) Collects, summarizes, and interprets information relevant to an issue</li> <li>b) Defines the problem needing a policy, system or environmental solution</li> </ul>
<p><b>Domain:</b> 2. Using policy analysis tools</p>
<p><b>Competency statements:</b></p> <ul style="list-style-type: none"> <li>a) Defines criteria for selecting among proposed options to improve the problem</li> <li>b) Records the options in clear and concise written statements</li> <li>c) Estimates the health, fiscal, administrative, legal, social, and political implications of each option</li> <li>d) Predicts the feasibility and expected outcomes of each option</li> <li>e) Analyzes the options using decision analysis methods (e.g., cost-benefit)</li> <li>f) Builds consensus for the chosen course of action Définir des critères pour la sélection d'options permettant de réduire le problème</li> </ul>
<p><b>Domain:</b> 3. Influencing the policy change process</p>
<p><b>Competency statements:</b></p> <ul style="list-style-type: none"> <li>a) Plans a policy/system/environmental change approach</li> <li>b) Educates decision-makers, media, partners, and the general public by providing relevant information (i.e., become an informational resource)</li> <li>c) Frames messages and tailors materials to influence the change process</li> <li>d) Implements policy-advocacy strategies</li> <li>e) Implements communications strategies to impact social learning, agenda setting, and message framing</li> <li>f) Monitors the change process and its outcome Planifier une approche pour changer les politiques, les systèmes et les environnements bâtis</li> </ul>
<p><b>Domain:</b> 4. Implementing enacted policies</p>
<p><b>Competency statements:</b></p> <ul style="list-style-type: none"> <li>a) Predicts how the relevant bureaucratic entities (e.g., agencies, departments) might implement the enacted changes</li> <li>b) Plans how to monitor and assist each entity as it develops the budgets, rules, guidelines and procedures necessary to implement the enacted change</li> <li>c) Assists entities with planning for structural and programmatic adjustments</li> <li>d) Monitors the implementation process to document how the solution is or is not functioning as intended</li> </ul>
<p><b>Domain:</b> 5. Evaluating policy interventions</p>
<p><b>Competency statements:</b></p> <ul style="list-style-type: none"> <li>a) Develops mechanisms to monitor policy/system/environmental change</li> <li>b) Evaluates the impact of the change</li> <li>c) Incorporates evaluation findings into future planning and analysis efforts</li> </ul>
<p>Emery &amp; Crump, 2006, p. 7</p>

**Competency Framework:** Dempsey, C., Battel-Kirk, B., Barry, M. M., & CompHP Project Partners. (2011). *The CompHP Core Competencies Framework for Health Promotion*. Paris: International Union for Health Promotion and Education (IUHPE). Retrieved from: [http://www.iuhpe.org/images/PROJECTS/ACCREDITATION/CompHP\\_Competencies\\_Handbook.pdf](http://www.iuhpe.org/images/PROJECTS/ACCREDITATION/CompHP_Competencies_Handbook.pdf)

#### Detailed list of competency statements related to public policy

##### Domain: Enable change

Enable individuals, groups, communities and organisations to build capacity for health promotion action to improve health and reduce health inequities.

##### Competency statements:

A health promotion practitioner is able to:

- 1.1 Work collaboratively across sectors to influence the development of public policies which impact positively on health and reduce health inequities
- 1.2 Use health promotion approaches which support empowerment, participation, partnership and equity to create environments and settings which promote health
- 1.3 Use community development approaches to strengthen community participation and ownership and build capacity for health promotion action
- 1.4 Facilitate the development of personal skills that will maintain and improve health
- 1.5 Work in collaboration with key stakeholders to reorient health and other services to promote health and reduce health inequities.

Dempsey, Battel-Kirk, Barry, & CompHP Project Partners, 2011, p. 9.

##### Domain: Advocate for health

Advocate with, and on behalf, of individuals, communities and organisations to improve health and well-being and build capacity for health promotion action.

##### Competency statements:

A health promotion practitioner is able to:

- 2.1 Use advocacy strategies and techniques which reflect health promotion principles
- 2.2 Engage with and influence key stakeholders to develop and sustain health promotion action
- 2.3 Raise awareness of and influence public opinion on health issues
- 2.4 Advocate across sectors for the development of policies, guidelines and procedures across all sectors which impact positively on health and reduce health inequities
- 2.5 Facilitate communities and groups to articulate their needs and advocate for the resources and capacities required for health promotion action.

Dempsey et al., 2011, p. 10.

<p><b>Competency Framework:</b> Public Health Resource Unit. (2008). <i>Public health skills and career framework: Multidisciplinary/multi-agency/multi-professional</i>. United Kingdom. Retrieved from: <a href="http://www.sph.nhs.uk/sph-files/PHSkills-CareerFramework_Launchdoc_April08.pdf">http://www.sph.nhs.uk/sph-files/PHSkills-CareerFramework_Launchdoc_April08.pdf</a></p>	
<p><b>Detailed list of competency statements related to public policy</b></p>	
<p><b>Domain:</b> Policy and strategy development</p> <p>This area of practice focuses on influencing the development of policies for improving health and wellbeing, implementing strategies to put the policies into effect and assessing the impact of policies on health and wellbeing.</p> <p>Key elements: contributing to, supporting, leading policy implementation; overseeing policy implementation; interpreting policy; influencing, developing, making, setting policy; monitoring, appraising, evaluating, assessing the impact of policy</p>	
<p><b>Competency statements:</b></p>	
Public health career level	Competency statements
<p><b>Level 1</b></p> <p>Has little previous knowledge, skills or experience in public health.</p>	<p>1. Feedback to relevant person any positive or negative comments relating to policies.</p>
<p><b>Level 2</b></p> <p>Has gained basic public health knowledge through training and/or development. May undertake a range of defined public health activities under guidance or may use knowledge to influence public health in a wider context.</p>	<p>1. Alert relevant people when policies have an adverse effect on people's health and wellbeing and/or own work.</p>
<p><b>Level 3</b></p> <p>May carry out a range of public health activities or small areas of work under supervision. May assist in training others and could have responsibility for resources used by others. May use public health knowledge to set priorities and make decisions in a wider context.</p>	<p>1. Apply policies and strategies in own role</p> <p>2. Feedback to relevant person when policies and strategies have helped or hindered people's health and wellbeing in own work.</p>
<p><b>Level 4</b></p> <p>Has responsibility for specific areas of public health work with guidance, which may have a breadth and/or depth of application.</p>	<p>1. Support the implementation of policies and strategies in own area of work</p> <p>2. Offer constructive comments on the effect of policies and strategies on health and wellbeing</p> <p>3. Seek advice when there are issues with applying policies and strategies to own work.</p>
<p><b>Level 5</b></p> <p>Has autonomy in specified areas, continually develops own area of work and supports others to understand it. May contribute to a programme of work in multi-agency or multi-disciplinary environment.</p>	<p>1. Contribute to the implementation of policies and strategies in own area of work</p> <p>2. Support others in implementing policies and strategies within a defined area</p> <p>3. Contribute to development of specific policies and strategies</p> <p>4. Identify the actual and/or potential impact of policies and strategies on the population's health and wellbeing in own area of work.</p>
<p><b>Level 6</b></p> <p>Has autonomy and responsibility in coordinating complex work, reflecting wider and deeper expertise in own area of work.</p> <p>Able to develop, facilitate and contribute to programmes of work in multi-agency or multi-disciplinary environment.</p>	<p>1. Contribute to the interpretation and application of policies and strategies in own area of work</p> <p>2. Implement relevant aspects of policies and strategies in own area of work</p> <p>3. Appraise draft policies and strategies and recommend changes to improve their development</p> <p>4. Contribute to assessing the potential or actual impact of policies and</p>



**Competency Framework:** Public Health Resource Unit. (2008). *Public health skills and career framework: Multidisciplinary/multi-agency/multi-professional*. United Kingdom. Retrieved from: [http://www.sph.nhs.uk/sph-files/PHSkills-CareerFramework\\_Launchdoc\\_April08.pdf](http://www.sph.nhs.uk/sph-files/PHSkills-CareerFramework_Launchdoc_April08.pdf)

#### Detailed list of competency statements related to public policy

	strategies on health and wellbeing in own area of work.
<p><b>Level 7</b> Has autonomy and expertise in areas of public health. Will lead on areas of work within a defined field.</p>	<ol style="list-style-type: none"> <li>1. Interpret and communicate local, regional and national policies and strategies within own area of work</li> <li>2. Work with a range of people and agencies to implement policies and strategies in interventions, programmes, and services</li> <li>3. Contribute to the development of policies and strategies beyond own area of work</li> <li>4. Contribute to the development of policies and strategies within own area of work</li> <li>5. Assess the actual or potential impact of policies and strategies on health and wellbeing</li> <li>6. Provide specialist input to policies and strategies that are under development</li> <li>7. Alert the relevant people to issues and gaps in policies and strategies that are affecting health and wellbeing.</li> </ol>
<p><b>Level 8</b> Has a high level of expertise in a specific area of work or across a substantial breadth of service delivery and/or programmes. Is accountable for work across boundaries and agencies. Has leadership responsibility and autonomy to act. Sets strategic direction in own area of work.</p>	<ol style="list-style-type: none"> <li>1. Interpret and apply local, regional and national policies and strategies</li> <li>2. Influence the development of policies and strategies at other levels and/or within own area of work</li> <li>3. Develop and implement policies and strategies in own area of work</li> <li>4. Identify opportunities for policy development that will improve health and wellbeing and reduce inequalities.</li> </ol>
<p><b>Level 9</b> Sets strategic direction across organisations and/or areas of work. Provides multi-disciplinary or multi-sectoral public health leadership that determines priorities. Public Health Resource Unit, 2008, p. 9</p>	<ol style="list-style-type: none"> <li>1. Identify where new policies and strategies are needed to improve the population's health and wellbeing</li> <li>2. Lead on the development and implementation of policy and strategy to improve the population's health and wellbeing</li> <li>3. Lead on assessing the impact of policies and strategies on the population's health and wellbeing</li> <li>4. Influence the development of policies and strategies to improve the population's health and wellbeing.</li> </ol> <p>Public Health Resource Unit, 2008, pp. 22-24</p>

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