

## **Responsibilities and Competencies of Health Educators**

### **Responsibility Area I: Assess Individual and Community Needs for Health Education**

Competency A: Access existing health-related data

1. Identify diverse health-related databases
2. Use computerized sources of health-related information
3. Determine the compatibility of data from different data sources
4. Select valid sources of information about health needs and interest

Competency B: Collect health-related data

1. Use appropriate data-gathering instruments
2. Apply survey techniques to acquire health data
3. Conduct health-related needs assessments
4. Implement appropriate measures to assess capacity for improving health status

Competency C: Distinguish between behaviors that foster and hinder well-being

1. Identify diverse factors that influence health behaviors
2. Identify behaviors that tend to promote or comprise health

Competency E: Identify factors that foster or hinder the process of health education

1. Determine the extent of available health education services
2. Identify gaps and overlaps in the provision of collaborative health

Competency F: Infer needs for health education from obtained data

1. Analyze needs assessment data

### **Responsibility Area II: Plan Health Education Strategies, Interventions, and Programs**

Competency A: Involve people and organizations in program planning

1. Identify populations for health education programs
2. Elicit input from those who will affect or be affected by the program
3. Obtain commitments from individuals who will be involved
4. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests

Competency B: Incorporate data analysis and principles of community organization

1. Use research results when planning programs
2. Apply principles of community organization when planning programs
3. Suggest approaches for integrating health education within existing health programs
4. Communicate need for the program to those who will be involved

Competency C: Formulate appropriate and measurable program objectives

1. Design developmentally appropriate interventions

Competency D: Develop a logical scope and sequence plan for health education practice

1. Determine the range of health information necessary for a given program of instruction
2. Select references relevant to health education issues or programs

Competency F: Select appropriate strategies to meet objectives

1. Analyze technologies, methods and media for their acceptability to diverse groups
2. Match health education services to proposed program activities

Competency G: Assess factors that affect implementation

1. Determine the availability of information and resources needed to implement health education programs for a given audience
2. Identify barriers to the implementation of health education programs

### **Responsibility Area III: Implement Health Education Strategies, Interventions, and Programs**

Competency A: Initiate a plan of action

1. Use community organization principles to facilitate change conducive to health
2. Pretest learners to determine baseline data relative to proposed program objectives
3. Deliver educational technology effectively
4. Facilitate groups

Competency B: Demonstrate a variety of skills in delivering strategies, interventions, and programs

1. Use instructional technology effectively
2. Apply implementation strategies

Competency C: Use a variety of methods to implement strategies, interventions, and programs

1. Use the Code of Ethics in professional practice
2. Apply theoretical and conceptual models from health education and related disciplines to improve program delivery
3. Demonstrate skills needed to develop capacity for improving health status
4. Incorporate demographically and culturally sensitive techniques when promoting programs
5. Implement intervention strategies to facilitate health-related change

### **Responsibility Area IV: Conduct Evaluation and Research Related to Health Education**

Competency A: Develop plans for evaluation and research

1. Synthesize information presented in the literature
2. Evaluate research designs, methods and findings presented in the literature

Competency B: Review research and evaluation procedures

1. Evaluate data-gathering instruments and processes
2. Develop methods to evaluate factors that influence shifts in health status

Competency C: Design data collection instruments

1. Develop valid and reliable evaluation instruments
2. Develop appropriate data-gathering instruments

Competency D: Carry out evaluation and research plans

1. Use appropriate research methods and designs in health education practice
2. Use data collection methods appropriate for measuring stated objectives
3. Implement appropriate qualitative and quantitative evaluation techniques
4. Implement methods to evaluate factors that influence shifts in health status

Competency E: Interpret results from evaluation and research

1. Analyze evaluation data
2. Analyze research data
3. Compare evaluation results to other findings
4. Report effectiveness of programs in achieving proposed objectives

### **Responsibility Area V: Administer Health Education Strategies, Interventions, and Programs**

Competency A: Exercise organizational leadership

1. Conduct strategic planning
2. Analyze the organization's culture in relationship to program goals
3. Promote cooperation and feedback among personnel related to the program

Competency C: Manage human resources

1. Develop volunteer opportunities

## **Responsibility Area VI: Serve as a Health Education Resource Person**

Competency A: Use health-related information resources

1. Match information needs with the appropriate retrieval systems
2. Select a data system commensurate with program needs
3. Determine the relevance of various computerized health information resources
4. Access health information resources
5. Employ electronic technology for retrieving references

Competency B: Respond to requests for health information

1. Identify information sources needed to satisfy a request
2. Refer requesters to valid sources of health information

Competency C: Select resource materials for dissemination

1. Evaluate applicability of resource materials for given audience
2. Apply various processes to acquire resource materials
3. Assemble educational material of value to the health of individuals and

Competency D: Establish consultative relationships

1. Analyze parameters of effective consultative relationships
2. Analyze the role of the health educator as a liaison between program staff and outside groups and organizations
3. Act as a liaison among consumer groups, individuals and health care providers
4. Apply networking skills to develop and maintain consultative relationships
5. Facilitate collaborative training efforts among health agencies and organizations

## **Responsibility Area VII: Communicate and Advocate for Health and Health Education**

Competency A: Analyze and respond to current and future needs in health education

1. Analyze factors (e.g., social, cultural, demographic, political) that influence decision-makers

Competency B: Apply a variety of communication methods and techniques

1. Assess the appropriateness of language in health education messages
2. Compare different methods of distributing educational materials
3. Respond to public input regarding health education information
4. Use culturally sensitive communication methods and techniques
5. Use appropriate techniques for communicating health education information
6. Use oral, electronic and written techniques for communicating health education information
7. Demonstrate proficiency in communicating health information and health education needs

Competency C: Promote the health education profession individually and collectively

1. Develop a personal plan for professional development

Competency D: Influence health policy to promote health

1. Identify the significance and implications of health care providers' messages to consumers

### **National Commission for Health Education Credentialing, Inc**

*The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of an entry-level health educator.*

A complete listing of the Responsibilities, Competencies, & Sub competencies can be viewed at < <http://www.nchec.org/credentialing/responsibilities/>>