AREA I: ASSESS NEEDS, ASSETS, AND CAPACITY FOR HEALTH EDUCATION

**Competency 1.1: Plan Assessment Process**
Sub-competencies
1.1.1 Identify existing and needed resources to conduct assessments.
1.1.3 Apply theories and models to develop assessment strategies.
1.1.4 Develop plans for data collection, analysis, and interpretation
1.1.6 Integrate research designs, methods, and instruments into assessment plans.

**Competency 1.2: Access existing information and data related to health**
Sub-competencies
1.2.1 Identify sources of data related to health
1.2.2 Critique sources of health information using theory and evidence from the literature
1.2.3 Select valid sources of information about health
1.2.4 Identify gaps in data using theories and assessment models
1.2.5 Establish collaborative relationships and agreements that facilitate access to data
1.2.6 Conduct searches of existing databases for specific health-related data

**Competency 1.3: Collect quantitative and/or qualitative data related to health**
Sub-competencies
1.3.1 Collect primary and/or secondary data
1.3.2 Integrate primary data with secondary data
1.3.3 Identify data collection instruments and methods
1.3.4 Develop data collection instruments and methods
1.3.5 Train personnel and stakeholders regarding data collection
1.3.6 Use data collection instruments and methods
1.3.7 Employ ethical standards when collecting data

**Competency 1.4: Examine relationships among behavioral, environmental and genetic factors that enhance or compromise health**
Sub-competencies
1.4.1 Identify factors that influence health behaviors
1.4.2 Analyze factors that influence health behaviors
1.4.3 Identify factors that enhance or compromise health
1.4.4 Analyze factors that enhance or compromise health

**Competency 1.5: Examine factors that influence the learning process**
Sub-competencies
1.5.1 Identify factors that foster or hinder the learning process
1.5.3 Identify factors that foster or hinder attitudes and beliefs
1.5.4 Analyze factors that foster or hinder attitudes and beliefs
Competency 1.6: Examine factors that enhance or compromise the process of health education
Sub-competencies
1.6.1 Determine the extent of available health education programs, interventions, and policies
1.6.2 Assess the quality of available health education programs, interventions, and policies
1.6.3 Identify existing and potential partners for the provision of health education
1.6.4 Assess social, environmental, and political conditions that may impact health education
1.6.5 Analyze the capacity for developing needed health education
1.6.6 Assess the need for resources to foster health education

Competency 1.7: Infer needs for health education based on assessment findings
Sub-competencies
1.7.1 Analyze assessment findings
1.7.3 Prioritize health education needs
1.7.4 Identify emerging health education needs
1.7.5 Report assessment findings

AREA II: PLAN HEALTH EDUCATION

Competency 2.1: Involve priority populations and other stakeholders in the planning process
Sub-competencies
2.1.1 Incorporate principles of community organization
2.1.2 Identify priority populations and other stakeholders
2.1.3 Communicate need for health education to priority populations and other stakeholders
2.1.4 Develop collaborative efforts among priority populations and other stakeholders
2.1.5 Elicit input from priority populations and other stakeholders
2.1.6 Assess resources needed to achieve objectives

Competency 2.2: Develop goals and objectives
Sub-competencies
2.2.2 Identify desired outcomes utilizing the needs assessment results
2.2.6 Assess resources needed to achieve objectives

Competency 2.3: Select of design strategies and interventions
Sub-competencies
2.3.2 Design theory-based strategies and interventions to achieve stated objectives
2.3.4 Comply with legal and ethical principles in designing strategies and interventions
2.3.5 Apply principles of cultural competence in selecting and designing strategies and interventions
2.3.6 Pilot test strategies and interventions
Competency 2.4: Develop a scope and sequence for the delivery of health education
Sub-competencies
2.4.1 Determine the range of health education needed to achieve goals and objectives
2.4.2 Select resources required to implement health education
2.4.3 Use logic models to guide the planning process
2.4.6 Analyze the opportunity for integrating health education into other programs
2.4.7 Develop a process for integrating health education into other programs

Competency 2.5: Address factors that affect implementation
Sub-competencies
2.5.1 Identify factors that foster or hinder implementation
2.5.2 Analyze factors that foster or hinder implementation
2.5.3 Use findings of pilot to refine implementation plans as needed
2.5.4 Develop a conducive learning environment

AREA III: IMPLEMENT HEALTH EDUCATION

Competency 3.1: Implement a plan of action
Sub-competencies
3.1.1 Assess readiness for implementation
3.1.2 Collect baseline data
3.1.3 Use strategies to ensure cultural competence in implementing health education plans
3.1.4 Use a variety of strategies to deliver a plan of action
3.1.5 Promote plan of action
3.1.6 Apply theories and models of implementation
3.1.7 Launch plan of action

Competency 3.2: Monitor implementation of health education
Sub-competencies
3.2.1 Monitor progress in accordance with timeline
3.2.2 Assess progress in achieving objectives
3.2.3 Modify plan of action as needed
3.2.4 Monitor use of resources
3.2.5 Monitor compliance with legal and ethical principles

Competency 3.3: Train individuals involved in implementation of health
Sub-competencies
3.3.1 Select training participants needed for implementation
3.3.5 Demonstrate a wide range of training strategies
3.3.6 Deliver training
AREA IV: CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION

Competency 4.1: Develop plans for evaluation and research.
Sub-competencies
4.1.3 Assess feasibility of conducting evaluation/research
4.1.4 Critique evaluation and research methods and findings found in the related literature
4.1.5 Synthesize information found in the literature
4.1.6 Assess the merits and limitations of qualitative and quantitative data
4.1.8 Identify existing data collection instruments
4.1.9 Critique existing data collection instruments for evaluation
4.1.12 Develop data analysis plan for evaluation
4.1.14 Apply ethical standards in developing the evaluation/research plan

Competency 4.2: Design instruments to collect evaluation/research data
Sub-competencies
4.2.1 Identify useable questions from existing instruments
4.2.2 Write new items to be used in data collection for evaluation
4.2.4 Establish validity of data collection instruments
4.2.5 Establish reliability of data collection instruments

Competency 4.3: Collect and analyze evaluation/research data
Sub-competencies
4.3.1 Collect data based on the evaluation/research plan
4.3.2 Monitor data collection and management
4.3.3 Analyze data using descriptive statistics
4.3.4 Analyze data using inferential and/or other advanced statistical methods
4.3.5 Analyze data using qualitative methods
4.3.6 Apply ethical standards in collecting and analyzing data

Competency 4.4: Interpret results of the evaluation/research
Sub-competencies
4.4.1 Compare results to evaluation/research questions
4.4.2 Compare results to other findings
4.4.3 Propose possible explanations of findings
4.4.4 Identify possible limitations of findings
4.4.5 Develop recommendations based on results

Competency 4.5: Apply findings from evaluation/research
Sub-competencies
4.5.1 Communicate findings to stakeholders
4.5.3 Apply findings in policy analysis and program development
COMPETENCY 5.2: Obtain acceptance and support for programs
Sub-competencies
5.2.5 Provide support for individuals who deliver professional development opportunities
5.2.6 Explain how program goals align with organizational structure, mission, and goals

COMPETENCY 5.3: Demonstrate leadership
Sub-competencies
5.3.1 Conduct strategic planning
5.3.2 Analyze an organization’s culture in relationship to health education goals
5.3.4 Develop strategies to reinforce or change organizational culture to achieve health education goals
5.3.5 Comply with existing laws and regulations
5.3.6 Adhere to ethical standards of the profession
5.3.7 Facilitate efforts to achieve organizational mission
5.3.8 Analyze the need for a systems approach to change
5.3.9 Facilitate needed changes to organizational cultures

COMPETENCY 5.4: Manage human resources
Sub-competencies
5.4.1 Develop volunteer opportunities
5.4.2 Demonstrate leadership skills in managing human resources
5.4.3 Apply human resource policies consistent with relevant laws and regulations
5.4.4 Evaluate qualifications of staff and volunteers needed for programs
5.4.5 Recruit volunteers and staff
5.4.7 Apply appropriate methods for team development
5.4.8 Model professional practices and ethical behavior
5.4.11 Evaluate performance of staff and volunteers

COMPETENCY 5.5: Facilitate partnerships in support of health education
Sub-competencies
5.5.3 Facilitate partner relationship(s)

COMPETENCY 6.1: Obtain and disseminate health-related information
Sub-competencies
6.1.1 Assess information needs
6.1.2 Identify valid information resources
6.1.3 Critique resources materials for accuracy, relevance, and timeliness
6.1.4 Convey health-related information to priority populations
6.1.5 Convey health-related information to key stakeholders
Competency 6.2: Provide training
Sub-competencies
6.2.3 Identify priority populations

Competency 6.3: Serve as a health education consultant
Sub-competencies
6.3.1 Assess needs for assistance
6.3.2 Prioritize requests for assistance
6.3.3 Define parameters of effective consultative relationship
6.3.4 Establish consultative relationships
6.3.6 Facilitate collaborative efforts to achieve program goals
6.3.8 Apply ethical principles in consultative relationships

AREA VII: COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION

Competency 7.1: Assess and prioritize health information and advocacy needs
Sub-competencies
7.1.1 Identify current and emerging issues that may influence health and health education
7.1.2 Access accurate resources related to identified issues
7.1.3 Analyze the impact of existing and proposed policies on health
7.1.4 Analyze factors that influence decision-makers

Competency 7.2: Identify and develop a variety of communication strategies, methods, and techniques
Sub-competencies
7.2.1 Create messages using communication theories and models
7.2.2 Tailor messages to priority populations
7.2.3 Incorporate images to enhance messages
7.2.4 Select effective methods or channels for communicating to priority populations
7.2.5 Pilot test messages and delivery methods with priority populations
7.2.6 Revise messages based on pilot feedback

Competency 7.3: Promote the health education profession individually and collectively.
Sub-competencies
7.3.1 Use techniques that empower individuals and communities to improve their health
7.3.2 Employ technology to communicate to priority populations
7.3.3 Evaluate the delivery of communication strategies, methods, and techniques
**Competency 7.4: Engage in health education advocacy**

Sub-competencies

7.4.1 Engage stakeholders in advocacy
7.4.2 Develop an advocacy plan in compliance with local, state, and/or federal policies and procedures
7.4.3 Comply with organizational policies related to participating in advocacy
7.4.4 Communicate the impact of health and health education on organizational and socio-ecological factors
7.4.5 Use data to support advocacy messages
7.4.6 Implement advocacy plans
7.4.7 Incorporate media and technology in advocacy
7.4.8 Participate in advocacy initiatives

**Competency 7.5: Influence policy to promote health**

Sub-competencies

7.5.2 Identify the significance and implications of health policy for individuals, groups, and communities
7.5.3 Advocate for health-related policies, regulations, laws, or rules
7.5.5 Employ policy and media advocacy techniques to influence decision-makers

**Competency 7.6: Promote the health education profession**

Sub-competencies

7.6.1 Develop a personal plan for professional growth and service
7.6.2 Describe state-of-the-art health education practice
7.6.3 Explain the major responsibilities of the health education specialist in the practice of health education
7.6.4 Explain the role of health education associations in advancing the profession
7.6.5 Explain the benefits of participating in professional organizations
7.6.6 Facilitate professional growth of self and others
7.6.7 Explain the history of the health education profession and its current and future implications for professional practice
7.6.8 Explain the role of credentialing in the promotion of the health education profession
7.6.9 Engage in professional development activities
7.6.10 Serve as a mentor to others
7.6.11 Develop materials that contribute to the professional literature
7.6.12 Engage in service to advance the health education profession