

# APPENDIX

## HEALTH SCIENCE MAJORS ONLY

NATIONAL HEALTH EDUCATOR COMPETENCIES  
UPDATE PROJECT (CUP):  
CUP COMPETENCY-BASED HIERARCHICAL MODEL

## National Health Educator Competencies Update Project (CUP): CUP Competency-Based Hierarchical Model

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

#### 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 interests

#### 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

#### C: Distinguish between behaviors that foster or hinder well-being –

1. Identify diverse factors that influence health behaviors
2. Identify behaviors that tend to promote or compromise health
  1. *Explain the role of experiences in shaping patterns of health behavior*

#### D: *Determine factors that influence learning –*

1. *Assess learning literacy*
2. *Assess learning styles*

#### 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 services.
  1. *Assess the environmental and political climate (e.g., organizational, community, state, and national) regarding conditions that advance or inhibit program goals*

#### F: Infer needs for health education from obtained data –

1. Analyze needs assessment data
  1. *Determine priorities for health education*

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

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 in the program
4. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests
  1. *Involve participants in planning health education programs*

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
  1. *Incorporate results of needs assessment into the planning process*

C: Formulate appropriate and measurable program objectives –

1. Design developmentally appropriate interventions
  1. *Establish criteria for health education program objectives*
  2. *Develop program objectives based upon identified needs*
  3. *Appraise appropriateness of resources and materials relative to given objectives*
  4. *Revise program objectives as necessitated by changing needs*

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
  1. *Organize the subject areas comprising the scope of a program in logical sequence*
  2. *Analyze the process for integrating health education into other programs*

E: Design strategies, interventions, and programs consistent with specified objectives –

1. *Plan a sequence of learning opportunities that reinforce mastery of preceding objectives*
2. *Select strategies best suited to achieve objectives in a given setting*

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

- 1. Plan training and instructional programs for diverse populations*
- 2. Incorporate communication strategies into program planning*

G: Assess factors that affect implementation –

- Determine the availability of information and resources needed to implement health education programs for a given audience
- Identify barriers to the implementation of health education programs
  - 1. Analyze factors (e.g., learner characteristics, legal aspects, feasibility) that influence choices among implementation methods*
  - 2. Select implementation strategies based upon research results*

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

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 programs to diverse populations
4. Facilitate groups
  1. *Apply individual or group process methods as appropriate to given learning situations*

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

1. Use instructional technology effectively
2. Apply implementation strategies
  1. *Select methods that best facilitate achievement of program objectives*
  2. *Apply technologies that will contribute to program objectives*

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
  1. *Employ appropriate strategies when dealing with controversial health issues*

D: Conduct training programs –

1. *Demonstrate a wide range of strategies for conducting training programs*

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

### 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
  1. *Develop an inventory of existing valid and reliable tests and survey instruments*

### 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
  1. *Identify standards of performance to be applied as criteria of effectiveness*
  2. *Identify methods to evaluate factors that influence shifts in health status*
  3. *Select appropriate methods for evaluating program effectiveness*

### C: Design data collection instruments –

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

### 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
  1. *Assess the relevance of existing program objectives to current needs*

### 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
  1. *Compare program activities with the stated program objectives*
  2. *Develop recommendations based upon evaluation results*

### F: Infer implications from findings for future health-related activities –

1. *Suggest strategies for implementing recommendations that result from evaluations*
2. *Apply evaluation findings to refine and maintain programs*

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

### 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
  1. *Develop strategies to reinforce or change organizational culture to achieve program goals*
  2. *Ensure that program activities comply with existing laws and regulations*
  3. *Develop budgets to support program requirements*

### B: Secure fiscal resources –

1. *Manage program budgets*

### C: Manage human resources –

1. Develop volunteer opportunities
  1. *Demonstrate leadership in managing human resources*
  2. *Apply human resource policies consistent with relevant laws and regulations*
  3. *Identify qualifications of personnel needed for programs*
  4. *Facilitate staff development*
  5. *Apply appropriate methods of conflict reduction*

### D: Obtain acceptance and support for programs

1. *Use concepts and theories of public relations and communications to obtain program support*
2. *Facilitate cooperation among personnel responsible for health Education programs*

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

### A: Use health-related information sources –

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

### 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

### 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 community groups

### 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 provider organizations
4. Apply networking skills to develop and maintain consultative relationships
5. Facilitate collaborative training efforts among health agencies and organizations

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

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

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

*1. Respond to challenges facing health education programs*

*2. Implement strategies for advocacy initiatives*

*3. Use evaluation of data to advocate for health education programs*

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 when communicating health and 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

C: Promote the health education profession individually and collectively –

1. Develop a personal plan for professional growth

D: Influence health policy to promote health

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

*1. Use research results to develop health policy*