

## Community Health Education Majors: Relationship of this Course to Program Competencies

The following areas of competence were chosen by the faculty of the Community Health Education Program at the University of Wisconsin - La Crosse. The **Public Health Foundation** created a Council on Linkages Between Academia and Public Health Practice; the Council identified eight domains of core competence for public health professionals which were adopted by UW-L and appear in the first column of the following table. The UWL program also adopted what faculty believed to be the three most important competencies in each of the eight domains. The UW-L Community Health Education Program faculty also chose to adopt seven additional areas of competence from the **National Commission on Health Education Credentialing, Inc.**; those areas and specific competencies for health educators appear in bold in the table and are placed adjacent to similar domains identified by the **Public Health Foundation**. The faculty will continually review and refine this list of competencies. Course objectives appear in the third column to show how this course contributes to the areas of competence for Community Health Education majors.

Area of Competence	Competencies
Communication Skills (PH1)	Identifies the health literacy of populations served.
	Communicates in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency.
	Conveys public health information using a variety of approaches.
Cultural Competency Skills (PH2)	Incorporates strategies for interacting with persons from diverse backgrounds.
	Recognizes the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability and delivery of public health services.
	Participates in the assessment of the cultural competence of the public health organization.
Analytical/Assessment Skills (PH3)	Identifies the health status of populations and their related determinants of health and illness.
	Uses methods and instruments for collecting valid and reliable quantitative and qualitative data.
	Adheres to ethical principles in the collection, maintenance, use, and dissemination of data and information.
<b>Assess Needs, Assets and Capacity for Health Education (NCHEC 1)</b>	<b>Plan assessment process.</b>
	<b>Access existing information and data related to health.</b>
	<b>Collect quantitative and/or qualitative data related to health.</b>
	<b>Examine relationships among behavioral, environmental, and genetic factors that enhance or compromise health.</b>
	<b>Examine factors that influence the learning process.</b>
	<b>Examine factors that enhance or compromise the process of health education.</b>

	<b>Infer needs for health education based on assessment findings.</b>
Policy Development/Program Planning (PH4)	Gathers information relevant to specific public health policy issues.
	Gathers information that will inform policy decisions.
	Identifies mechanisms to monitor and evaluate programs for their effectiveness and quality.
<b>Plan Health Education (NCHEC 2)</b>	<b>Involve priority populations and other stakeholders in the planning process.</b>
	<b>Develop goals and objectives.</b>
	<b>Select or design strategies and interventions.</b>
	<b>Develop a scope and sequence for the delivery of health education.</b>
	<b>Address factors that affect implementation.</b>
Community Dimensions of Practice Skills (PH5)	Recognizes community linkages and relationships among multiple factors (or determinants) affecting health.
	Demonstrates the capacity to work in community-based participatory research efforts.
	Gathers input from the community to inform the development of public health policy and programs.
<b>Implement Health Education (NCHEC 3)</b>	<b>Implement a plan of action.</b>
	<b>Monitor implementation of health education.</b>
	<b>Train individuals involved in implementation of health education.</b>
<b>Serve as a Health Education Resource (NCHEC 6)</b>	<b>Obtain and disseminate health-related information.</b>
	<b>Provide training.</b>
	<b>Serve as a health education consultant.</b>
Public Health Sciences Skills (PH6)	Identifies the basic public health sciences (including, but not limited to biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences).
	Describe the scientific evidence related to a public health issue, concern, or, intervention.
	Partners with other public health professionals in building the scientific base of public health.
<b>Conduct Evaluation and Research Related to Health Education (NCHEC 4)</b>	<b>Develop evaluation/research plan.</b>
	<b>Design instruments to collect (data).</b>
	<b>Collect and analyze evaluation/research data.</b>
	<b>Interpret results of the evaluation/research.</b>
	<b>Apply findings from evaluation/research.</b>
Financial Planning and Management (PH7)	Describes the local, state, and federal public health and health care systems.

	Participates in the development of a programmatic budget.
	Translates evaluation report information into program performance improvement action steps.
Leadership and Systems Thinking Skills (PH 8)	Describes how public health operates within a larger system.
	Identifies internal and external problems that may affect the delivery of Essential Public Health Services.
	Uses individual, team and organizational learning opportunities for personal and professional development.
<b>Administer and Manage Health Education (NCHEC 5)</b>	<b>Manage fiscal resources.(not prescribed by NCHEC for entry-level)</b>
	<b>Obtain acceptance and support for programs.</b>
	<b>Demonstrate leadership.</b>
	<b>Manage human resources.</b>
	<b>Facilitate partnerships in support of health education.</b>
<b>Communicate and Advocate for Health and Health Education (NCHEC 7)</b>	<b>Assess and prioritize health information and advocacy needs.</b>
	<b>Identify and develop a variety of communication strategies, methods and techniques.</b>
	<b>Deliver messages using a variety of strategies, methods and techniques.</b>
	<b>Engage in health education advocacy.</b>
	<b>Influence policy to promote health.</b>
	<b>Promote the health education profession.</b>