

HED 471/571

Fall, 2021

2 academic credits or 15 CECHs, or 2 CEUs

Health Education Responsibilities, Competencies, and Certification

Online and in Room 104 Wing Technology, University of Wisconsin-La Crosse

Dr. G.D. Gilmore, 418F Wimberly Hall (note: Faculty Background on last page)

Dr. Gilmore's Online Office Hours: Thurs. 5:30-7:10pm CT: Sept. 30 and Oct. 7
Sat. 2-3pm Central (2nd hour of the Saturday Synchronous Sessions): Sept. 25; Oct. 2; & 9

Inclusive dates: September 24-October 14, 2021

I. INTRODUCTION/GOALS:

This workshop is designed to 1) provide an historical context for the development and validation of the health education competencies; 2) review all seven Areas of Responsibility with selected Competencies and Sub-competencies; 3) and introduce the newly-validated Areas of Responsibility and that comprise the new hierarchical model. Those contemplating taking the national examination to become a Certified Health Education Specialist (CHES) or Master Certified Health Education Specialist (MCHES) will be able to use this experience as a review opportunity.

Textbooks: Contact www.nchec.org to order:
NCHEC & SOPHE (2015). A Competency-Based Framework for Health Education Specialists-2015. Whitehall, PA: NCHEC.
(Required reading if taking the Certification Examination, CHES in Oct., 2021 or April-May, 2022, or MCHES in Oct., 2021): Note: Per NCHEC: Due to the COVID-19 Pandemic.

OR

NCHEC & SOPHE (2020). A Competency-Based Framework for Health Education Specialists-2020. Whitehall, PA: NCHEC.
(Required reading if taking the Certification examination, CHES in October, 2022, or MCHES, in April-May, 2022 or later).

PLUS:

NCHEC (2015). The Health Education Specialist: A Companion Guide for Professional Excellence (7th ed.). Whitehall, PA: NCHEC.
(Required reading). Note: Reduced fee by NCHEC if both print versions purchased together.

Articles (to be referred to during the workshop):

Henderson, A.C., Wolle, J.M., Cortese, P.A., & McIntosh, D.V. (1981). The Future of the Health Education Profession: Implications for Preparation and Practice. *Public Health Reports*, 96(6), 555-559.

Gilmore, G.D., Olsen, L.K., Taub, A., & Connell, D. (2005). Overview of the National Health Educator Competencies Update Project, 1998-2004. *Health Education and Behavior*, 32(6). 725-737.

Gilmore, G.D., Olsen, L.K., & Taub, A. (2007). Applying the National Health Educator Competencies Update Project Model to Health Education. *California Journal of Health Promotion*, 5(2), 103-111.

McKenzie, J.F., Dennis, D., Auld, M.E., Lysoby, L., Doyle, E., Muenzen, P.M., Caro, C., & Kusorgbor-Narh, C.S. (2016). Health Education Specialist Practice Analysis 2015 (HESPA 2015): Process and Outcomes. *Health Education and Behavior*, 43(3), 286-295.

Taub, A., Gilmore, G.D., Olsen, L.K., & Connell, D.B. (2018). Applied Contributions and Insights from Health Education Role Delineation Research (1978-2015) in Advancing the Health Education Profession in the United States. *Pedagogy in Health Promotion*, 4(4), 270-282.

II. DEPARTMENT OF HEALTH EDUCATION AND HEALTH PROMOTION-CONCEPTUAL FRAMEWORK:

Health Education and Health Promotion professionals exiting the University of Wisconsin-La Crosse will be able to assess, plan, implement, evaluate, and coordinate Health Education and Health Promotion Programming. They will further serve as a resource person, communicate health needs and concerns, and integrate these competencies into meaningful practice through creating a community of learners and teachers who are actively engaged in the learning process and who are reflective and critical thinkers.

III. Areas of Responsibility and Competencies

Participants in the workshop will compare and contrast the following responsibilities

(note: Goals and Objectives are imbedded in Format section V).

- I. Assess Needs, Resources, and Capacity for Health Education/Promotion**
- II. Plan Health Education/Promotion**
- III. Implement Health Education/Promotion**
- IV. Conduct Evaluation and Research Related to Health Education/Promotion**
- V. Administer and Manage Health Education/Promotion**

VI. Serve as a Health Education/Promotion Resource Person

VII. Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

Participants will practice using selected competencies from the HESPA Model
(note: from the *2015 HESPA Framework*)

Area I:

- 1.1: Plan assessment process for health education/promotion
- 1.2: Access existing information and data related to health
- 1.3: Collect primary data to determine needs
- 1.4: Analyze relationships among behavioral, environmental, and other factors that influence health
- 1.5: Examine factors that influence the process by which people learn
- 1.6: Examine factors that enhance or impede the process of health education/promotion
- 1.7: Determine needs for health education/promotion based on assessment findings

Area II:

- 2.1: Involve priority populations and other stakeholders in the planning process
- 2.2: Develop goals and objectives
- 2.3: Select or design strategies/interventions
- 2.4: Develop a plan for the delivery of health education/promotion
- 2.5: Address factors that influence implementation of health education/promotion

Area III:

- 3.1: Coordinate logistics necessary to implement plan
- 3.2: Train staff members and volunteers involved in implementation of health education/promotion
- 3.3: Implement health education/promotion plan
- 3.4: Monitor implementation of health education/promotion

Area IV:

- 4.1: Develop evaluation plan for health education/promotion
- 4.2: Develop a research plan for health education/promotion
- 4.3: Select, adapt, and/or create instruments to collect data
- 4.4: Collect and manage data
- 4.5: Interpret results
- 4.6: Apply findings

Area V:

- 5.1: Manage financial resources for health education/promotion programs
- 5.2: Manage technology resources
- 5.3: Manage relationships with partners and other stakeholders
- 5.4: Gain acceptance and support for health education/promotion programs

- 5.5: Demonstrate leadership
- 5.6: Manage human resources for health education/promotion programs

Area VI:

- 6.1: Obtain and disseminate health related information
- 6.2: Train others to use health education/promotion skills
- 6.3: Provide advice and consultation on health education/promotion issues

Area VII:

- 7.1: Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques
- 7.2: Engage in advocacy for health education/promotion
- 7.3: Influence policy and/or systems change to promote health and health education/promotion
- 7.4: Promote the health education profession

IV. STUDENTS WITH DISABILITIES: Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center (165 Murphy Library, 608-785-6900, ACCESSCenter@uwlax.edu) and meet with an advisor to register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the student's responsibility to discuss their academic needs with their instructors. You can find out more about services available to students with disabilities at The ACCESS Center website: <http://www.uwlax.edu/access-center>. Inform Dr. Gilmore early about any special needs you have.

V. FORMAT (to include Goals and Learning Objectives):

DATE/TIME	TOPICS	REFERENCE
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Note: There may be a need to slightly alter the Format as updates become available during the 3-week time period.

Goal I: To Participate in an introduction and overview to the workshop and the learners in a synchronous and asynchronous formats.

- Objective 1. Become acclimated to the four goals and session procedures.
- Objective 2. Review course responsibilities.

Friday, September 24th

(note: all times in Central Time)

1:30-3pm, 104 Wing

- Synch:** Welcome and Introduction Dr. Gilmore
- Four Goals Framework: 1-8
 - Overview of workshop Responsibilities

Saturday, September 25th
1-3pm, 104 Wing
Three *Futureing* Examples

Synch: Review/Advising: Dr. Gilmore
(First hour: Review; Framework: 27-63
Second hour: Individual advising)

<https://mymedia.uwlax.edu/Mediasite/Play/0fb14a0097fc4efe9fcf9f412300402d1d>
<https://mymedia.uwlax.edu/Mediasite/Play/17e055007f8246978663722213a152061d>
<https://mymedia.uwlax.edu/Mediasite/Play/75aa4310b17d46148be564f1981109ac1d>

Goal II. To examine the foundational elements of the history, evidence, and practical applications for health educator role delineation (to include individual assessment).

- Objective 1. Review an historical overview of the role delineation process.
Objective 2. Raise questions about the foundational elements in the role delineation process.

Monday, Sept. 27th
1:30-3pm, 104 Wing

Synch: Historical Overview: Dr. Gilmore

- Brief Historical Perspective Framework: pp. 1-8; 27-63;
- 35 years of role delineation research and application to three domains Henderson et al. 1981
- Current consideration

Tuesday, Sept. 28th

Asynch: Essentials of Role Delineation research Gilmore et al., 2007

- Scientific investigations and empirical research Framework: pp. 9-26; 71-75
- Research questions
- Research process
- Findings

- Objective 3. Review the hierarchical model borne out of empirical research and professional involvement.

Wednesday, Sept. 29th

Asynch: Hierarchical Model and the three domains Gilmore, et al., 2007
Framework: 22-26

- Objective 4. Explore practical uses of the hierarchical model.
Objective 5. Differentiate the three domains of professional preparation, credentialing, and professional development.

Thursday, Sept. 30th

Asynch: Hierarchical Model and the three domains Gilmore, et al., 2007
Framework: 22-26

Synch: Advising: 5:30-7:10pm, **on iphone or Zoom** with Dr. Gilmore
(Note: Sign up on Google Doc)

Objective 6. Investigate the professional contributions by the core knowledge items.

Friday, Oct. 1st **Asynch:** Overview of knowledge Framework:
items pp. 25; 77-83

Self-quiz 1 opens 12:01am (closes Sun. Oct. 3rd, 11:59pm)

Saturday, Oct. 2nd, 104 Wing **Synch:** Review & Preparation for *Futuring Activity*:
1-2pm Dr. Gilmore
Advising: 2-3pm

Complete Self-quiz by 11:59pm on Sunday, Oct. 3rd

Goal III. To compare the seven Areas of Responsibility in terms of competencies, selected sub-competencies, along with the roles, settings, and resources.

Objective 1. Pose questions emerging from the previous week.

Objective 2. Examine Area of Responsibility I with its competencies and sub-competencies.

Monday, Oct. 4th, 104 Wing **Synch:** Responsibility I: 1:30-3pm Dr. Gilmore
Framework: pp. 27-33
Companion Guide: pp. 19-49

Objective 3. Examine Area of Responsibility II with its competencies and sub-competencies.

Objective 4. Examine Area of Responsibility III with its competencies and sub-competencies.

Tuesday, Oct. 5th **Asynch:** Responsibility II Video: Dr. Gilmore
Responsibility III Video: H. Hertzl
Framework: pp. 34-42
Companion Guide: pp. 51-99

Objective 5. Examine Area of Responsibility IV with its competencies and sub-competencies.

Objective 6. Examine Area of Responsibility V with its competencies and sub-competencies.

Wednesday, Oct. 6th **Asynch:** Responsibility IV Video: D. Duquette

Asynch: Responsibility V Video 1: M. Nogle

Example:

<https://mymedia.uwlax.edu/Mediasite/Play/df8d7ade8f68412988cb1b1d378cd7e51d>

Video 2: T. Herlitzke

Framework: pp. 43-54
Companion Guide: pp. 101-172

4. **Examples** of how you might incorporate the competencies into your present or future health education activities (note: make it practical). (30 pts.)
5. Summary of key points/insights related to the competencies that come from **seminal reference material** (e.g., Using Planning, Implementing, and Evaluative Health Promotion Programs by McKenzie, J., Neiger, B., & Thackeray, R. 7th ed. to review the four types of objectives). (20 pts.)
6. **Discussion** of the overall practical value of the competencies in your selected Area to you as a health educator. (30 pts.)
7. **References** (10 pts.)
8. **Appendices** (10 pts.)

Those enrolled in HED 471 will want to provide an overview of the above items in their papers. Make certain that you have a clear idea of the components in the Area of Responsibility you have selected. Include a bibliography and any appropriate appendix material for clarity. The page range for the narrative segment should span approximately 5-7 pages. For those enrolled in HED 571, more depth in the paper is expected. In addition to a clear overview, make certain to provide some in-depth examples of realistic needs and capacities in your selected Area, and the application of the competencies to your actual or projected health education responsibilities. The page range for your narrative segment should span approximately 8-10 pages. An electronic version of the paper is due be **11:59pm CT, Monday, Nov. 15: send it to Dr. Gilmore at ggilmore@uwlax.edu**. Feel free to communicate with Dr. Gilmore as questions arise during the development of your paper. Grading criteria for the paper include:

- Degree of focus of the discussion
- Clarity and accuracy of presented material (note: this includes spelling, punctuation, grammar, and syntax).
- Depth of insight about the Area of Responsibility and Competencies
- Depth of resources used to fully explore the Area and prepare for the use of the competencies
- Level of overall creativity in addressing the topic (i.e., latitude to be innovative for the sake of learning)

VII. EVALUATION AND GRADING:

Active Participation in Workshop (particularly via *Futuring* event): 100 pts.

Individual assessment: 50 pts.

Individual Written Report (for those seeking academic credit): 150 pts.

279 - 300	= A
264 - 278	= AB
249 - 263	= B
234 - 248	= BC
219 - 233	= C
189 - 218	= D
188 & below	= F

VIII. FACULTY MEMBER BACKGROUND:

Dr. Gary D. Gilmore, MPH, Ph.D., MCHES is a public health epidemiologist and public health educator who developed this workshop to serve as a practical and meaningful learning experience for emerging health educators and health promotion specialists who want to become more fully aware of, and connected to, the health education 7 Areas of Responsibility and the health education competencies. Additionally, the experience is designed to assist individuals in preparing for the CHES and MCHES examination (a thoughtful, meaningful review with examples, not a "crash course" in examination preparation only). Dr. Gilmore has been a part of the national health education credentialing process since its inception beginning with the seminal Bethesda, Maryland conference in 1978, the meeting in which the profession decided to go forth with more uniformity in professional preparation programs and a national certification process. He has served on the Board of Commissioners, and as Vice Chair, of the National Commission for Health Education Credentialing (NCHEC); he was a member of the National Graduate Competencies Implementation Committee; he chaired the National Competencies Update Project during its eight years of existence, which verified the health education competencies and sub-competencies, and resulted in the formulation of the hierarchical model that guides the distinct levels of health education competencies and sub-competencies today. During a portion of his Fulbright Scholar experience at the All-India Institute of Hygiene and Public Health in Calcutta (Kolkata), India during 1999-2000, he was involved in teaching public health and medical professionals about the value of incorporating the health education competencies into community-based public health programs throughout West Bengal and beyond. He has served in his Joint Appointment role (in directing the Graduate Community Health/Public Health Programs at the University of Wisconsin-La Crosse and serving as Community Health Program Director in Extended Learning at that same institution) for 47 years. In addition to teaching in the nationally-accredited community health education and health promotion program, he also oversees the institution's role as a Multiple Event Provider (MEP) for Continuing Education Contact Hours (CECHs) as authorized by the National Commission for Health Education Credentialing.