

School of Professional Studies
Department of Nursing and Health Allied Programs

Bachelor in Sciences in Community Health

Internship Handbook

COHE 404 – Field Experience –
Community Health Services

I. Course Introduction

The course COHE 404-Community Health Field Experience-Community Health Services is the field experience activity required for all students pursuing a Bachelor in Science in Community Health from Universidad del Turabo of the Ana G. Méndez University System, Continental U.S. Branch Campuses. This is an integrative course, which helps to fulfill the student's academic performance as a Community Health professional; it also provides a combination of work experience and an opportunity for the application of classroom theories based on health education core competencies. This field experience is taken after the student has successfully completed 60 credits within the program.

The student is required to work as an intern for 160 hours at a health care organization directed by an approved site supervisor, who as a capable practitioner, will engage the student in preventive health activities and health management in order to gain experience and exposure in the community health field. This experience is designed so that the student can be able to put into practice application of core health education skills, tools, knowledge to the workplace and to test their understanding of core community health program competencies.

The field experience hours may be earned in a number of ways, including substantive contributions to projects, community health interventions, observations of the practice, group initiatives and off-site planning and preparation as approved by the site supervisor, field experience facilitator and coordinator. The student is expected to be trained in core competencies during this field experience.

II. Learning Objectives

Upon completing this course, the student will be able to:

- A. Implement skills and competences acquired related to community health practice.
- B. Apply the concepts and theories learned in the community health agency.
- C. Use different strategies and methods for health promotion in practice.
- D. Implement the different methods of instruction and interventions in health education programs.

III. Learning Goals

The student should be able to demonstrate at least at minimum levels the following areas of responsibility (see Appendix J for more details):

Areas of Responsibility	Percent	Field experience hours
Area I: Assess Needs, Resources, and Capacity for Health Education/Promotion	15%	24
Area II: Plan Health Education/Promotion	18%	29
Area III: Implement Health Education/Promotion	25%	40
Area IV: Conduct Evaluation and Research Related to Health Education/Promotion	9%	14
Area V: Administer and Manage Health Education/Promotion	12%	19
Area VI: Serve as a Health Education/Promotion Resource Person	9%	14
Area VII: Communicate, Promote, and Advocate for Health, Health	12%	19
TOTAL	100%	160 hours

IV. Duties and Responsibilities of the Intern

- A. The student must be registered for Community Health Field Experience (COHE-404) course, prior to reporting to internship site in order to begin to work as an intern. The course can be taken following matriculated student's successful completion of 60 credits or more within the program including pre-requisites.
- B. The student must have a minimum 2.50 grade-point average to enroll in COHE-404.
- C. The student must authorize internship facilitator to request a transcript in order to process an academic evaluation to validate the field experience application (Appendix A).
- D. The Field Experience (Appendix A) and Intern's Statement of Responsibility Forms (Appendix B) must be submitted to the Community Health Field Experience Coordinator from the Nursing and Health Allied Department no later than one week of the part of term preceding the planned field experience.
- E. The student may establish the initial contact with a potential field experience site, regarding their placement. The on-site supervisor must complete the Field Experience Site Description (see Appendix C), and the Experience Field Contractual Agreement Forms (see Appendix D).
- F. The student should carefully select the internship site in order to obtain the best quality experience and mentoring (Refer to section V. Selecting the Field Experience Site for requirements).
- G. The student must arrange to have an on-site supervisor complete On-Site Supervisor's Evaluation Form (see Appendix I) and mail it directly to the Community Health Field Experience Coordinator.
- H. The student will turn in Intern's Presentation Letter to the health field on-site supervisor (see Appendix G).
- I. The student will complete a weekly time sheet signed by the internship site supervisor, which must be returned to the facilitator at the end of each week (see Appendix H).
- J. The student will pay all related financial obligations required for the field experience. The student may accept financial stipends, salaries, housing, other compensation, and employment provided by the internship site as long as such employment does not interfere with the field experience.
- K. The intern should submit to community health field experience facilitator an Internship Site Evaluation (see Appendix I), and the field experience Site Supervisor Evaluation

Forms (see Appendix E) by the end of the field experience.

- L. Student must demonstrate a behavior based on a code of ethics for the Health education profession:
 - 1. Responsibility to the public, profession and employers
 - 2. Responsibility in the Delivery of Health Education
 - 3. Responsibility in professional preparation

V. Selecting the Field Experience Site

- A. The site should provide quality work experience and quality mentoring aligned with the learning objectives and goals from this manual.
- B. The student may request to complete his/her community health field experience requirements at any healthcare facility or public health organization of choice.
- C. Only under special circumstances, the student may be permitted to complete internship as part of his/her regular full-time job. Approval from the Community Health Field Experience Coordinator will be required.
- D. Once the health service facility or public health organization site is selected, the university is responsible for providing a contractual agreement, student's work schedule arrangements and discussion of student's duties with the field experience on-site supervisor.
- E. The Community Health Field Experience Coordinator will approve the internship site according to the specifications above.

VI. Duties and Responsibilities of the Community Health Field Experience Coordinator:

- A. Evaluate student's application to determine eligibility.
- B. Maintain an updated information record from community health field sites such as contact, address, phone and fax numbers, e-mail, etc.
- C. Maintain from the student a copy of the completed evaluations of the Intern's Evaluation of Site Form (see Appendix I), and the Internship Site Supervisor's Evaluation Form (see Appendix E). These forms will be retained for future reference and recommendation.
- D. Work in collaboration with the community health field site facilitator and the students in academic or extracurricular activities.
- E. Provide all evaluation forms to students

VII. Duties and Responsibilities of the Community Health Field Site Facilitator

- A. Meet weekly with the interns on the day specified in the register documents. Discuss internship development, course work, and assignments prior to the workshops.
- B. Explain to student the community health field experience learning objectives and goals, duties and responsibilities as an intern.
- C. Visit the intern at least once during the internship period if conditions permit. If visitation is not possible, facilitator will monitor student by telephone and/or e-mail.
- D. Evaluate intern's attendance at internship site as well, as class participation, homework, responsibility, etc. The facilitator will use the on-site supervisor's evaluation of intern for this purpose.
- E. Complete two evaluations of the intern by the end of the internship; the first one must be completed by the middle of the term, and the second one by the end. These evaluation forms will be placed in the student's academic file. The evaluation provided by the on-site supervisor will weight 30% and facilitator's evaluations will weight 70% from the final evaluation of the intern.
- F. Receive the following forms completed and signed by the intern: Intern's Site Evaluation Form (Appendix I), and the Intern's Site Supervisor Evaluation Form (Appendix E). These forms will be retained for future reference and recommendations. Facilitator will relay these documents to the Community Health Field Experience Coordinator.
- G. Complete and submit the grade roster to the Registrar's Office, according to policy.
- H. Responsible for all final grading decisions.

VIII. Duties and Responsibilities of the Community Health Field On-Site Supervisor

The qualifications and experience of the community health field on-site supervisor are very important. Therefore, the supervisor must have the proper practical experiences and education to qualify as a community health services manager or public health professional.

- A. Considers the intern as a learning partner while engaged in professional training.
- B. Commits to provide the intern with a comprehensive learning experience.
- C. Understands community health field experience learning goals and objectives from Bachelor in Sciences in Community Health Program of Universidad del Turabo, Ana G. Méndez Continental U.S. Branch Campuses.
- D. Explains to the student in detail site's policies and procedures, and intern duties and responsibilities within the agency.
- E. Discusses evaluative assessment form with intern prior to mailing and e-mailing it back to field experience facilitator, and the coordinator.
- F. Completes two intern's evaluations by the end of the internship; the first one by the middle of the term and the second one at the end of the field. These evaluation forms will be placed in the student's academic file. The evaluation provided by the on-site supervisor will have a weight of 30% in the final evaluation of the intern and the internship facilitator 70%.

IX. Community Health Field Experience Policies and Procedures

- A. The student must have a minimum 2.50 (B) grade-point average to enroll in the internship.
- B. The student should be officially registered before reporting to the community health field experience site.
- C. At least two weeks prior to ending the course preceding to COHE-404 course the following forms must be submitted:
 - 1. Community health Field Experience Application Form (Appendix A)
 - 2. Intern's Statement of Responsibility Form (Appendix B)
- D. The student may make the initial contact with a potential community health care site in regards to possible placement.

- E. Coursework will be taken weekly in which a student is engaged in the community health field experience.
- F. The student, university and the field experience site must complete any contractual arrangements in writing. Each party will retain a copy. See the Contractual Agreement Form in Appendix D.

X. Final Project

Field Experience Culminating Paper

- A. Upon the completion of the field experience, the student is required to submit a Community Health Field Experience Culminating Paper.
- B. See Appendix F for paper's components.
- C. Paper is required in order to receive a final grade for the course.
- D. Student should keep a copy of all documents.

XI. Attendance

- A. The intern must be on time and consistent with his/her attendance. The intern will be required to complete an Attendance Sheet log (See Appendix H) during the field experience period.
- B. Absences will not be accepted, unless intern presents a reasonable excuse to facilitator (e.g., student's illness, jury duty or death from a close family member. If it is justified, the facilitator will decide how the student will make up the missing work, if deemed necessary. The facilitator will adjust the grade for late assignments and/or make-up work.
- C. In case of excessive or unjustified absences, the intern could be removed from the field experience.

XII. Internship Experience Evaluation

- A. An intern's performance evaluation by the on-site supervisor is required during the midterm and by the end of the field experience by. Internship coordinator must provide to on-site supervisor evaluation forms. In addition to any other documents that are required from the field experience site to the university. The on -site supervisor must discuss the evaluative assessment with the intern before mailing or e-mailing the evaluation form back to coordinator.
- B. The facilitator will evaluate the intern based on the following areas:
 - 1. Attendance (classroom and field experience site)
 - 2. Class participation
 - 3. Class work
 - 4. Final project: Field Experience Culminating Paper
- C. Internship will be graded according to the Ana G. Méndez University System, Universidad del Este, Continental U.S. Branch Campuses grading policies, see below:
 - 1. The standard grading scale is:
100-90 A, 89-80 B, 79-70 C, 69-60 D, 59 or below F.
 - 2. The final internship grade will be composed of:
 - a. On-site Supervisor's Evaluation form (two)
 - b. Intern evaluation (one)
 - c. Field Experience Culminating Paper
 - d. Workshops (Class participation, class work, internship timesheets, etc.)
 - 3. Facilitator provides final grade.
 - 4. Student must obtain an A or B in order to pass the course.

XIII. Intervention guide for problem solving

The following procedures should be followed in the event of conflict or problem:

- A. Problem identified by the on-site supervisor and/or the facilitator.
- B. The on-site supervisor and the facilitator meet to identify and discuss the problem.
- C. Then on-site supervisor and the facilitator meet with the intern to discuss problem and solutions. The facilitator must take minutes from this meeting and a narrative will be reported to the internship coordinator.
- D. If the problem persists, a second meeting will take place where one of the following actions will be taken:
 1. Reassigning the on-site supervisor
 2. Reassigning internship
 3. Course withdrawal and reapply for same course to be completed on the following semester
 4. Reasonable accommodation

XIV. Repeating field experience

- A. A letter addressed to the field experience coordinator must be written by the student in order to request internship course repetition.
- B. In the letter the student must include the following:
 1. Semester in which student plans to repeat field experience
 2. Letter must be turn in within two months prior to the beginning of the semester in which the field experience takes place.

Appendix A



**Nursing Department and Health
Allied Programs**

Bachelor in Science in Community
Health

*COHE 404 - Community Health
Field Experience Services*

**Community Health Field Experience
Application Form**

I, _____, hereby enroll in the

(print or type your name)

Community Health Field Experience Internship (COHE 404), for term _____,
_____ (year).

I have successfully completed a total of _____ semester hours toward the fulfillment of the requirements for Community Health Bachelor degree (a minimum of 56 or more credit hours must be completed for eligibility of this course), and I am currently carrying a _____ grade point average.

(Student's Signature)

Date

Community Health Field
Experience Coordinator's
Signature

Approval Date

**Nursing Department and Health
Allied Programs**

Bachelor in Science in Community
Health

*COHE 404 - Community Health
Field Experience Services*

**Release of Transcripts Authorization
Form**

By signing below the student gives permission to student services to provide a set of transcripts to schools and school districts as part of COHE-404 Community Health Field Experience application.

I, the undersigned, _____ authorize you to distribute my university transcripts as part of my application for community health field experience.

(Intern's Signature)

Date

Appendix B

Nursing Department and Health Allied Programs

Bachelor in Science in Community
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*COHE 404 - Community Health
Field Experience Services*

Intern's Statement of Responsibility Form

I acknowledge receiving a copy of the current Community Health Program's Field Experience Guideline Manual. I acknowledge that I will not participate or practice within the internship phase until I have on file:

1. Properly completed Community Health Field Experience Application (Appendix A),
2. Properly completed and signed Intern's Statement of Responsibility Form (Appendix B)
3. Community Health Field Experience Site Description (Appendix C),
3. Updated resume
5. Properly completed and signed Contractual Agreement form
(Appendix D).

I acknowledge that I will not report to the site of the Community Health Field Experience until I have read completely the Community Health Program's Field Experience Handbook and until I have registered for Community Health Field Experience course (COHE 404). In addition, I agree not to reproduce, alter, or exchange with any other similar program, institution, or other Community Health program or any part of the Community Health Handbook without written permission.

During my internship, I will keep an up-to-date journal of my experiences from which I am required to write a paper as part of my final grade. I will attend all meetings and cooperatively participate in all approved activities as suggested by the Community Health Field Experience on-site supervisor. I will also meet once a week with the Community Health Field Experience facilitator. Upon the conclusion of my field experience, I will schedule two individual appointments, one with the on-site supervisor and the other with my field experience coordinator. I will convey, to the best of my ability, as much information as possible for the improvement of the Community Health Field Experience, intern preparation, and the Community Health Program of Universidad del Turabo, Ana G. Méndez University System, Continental U.S. Branch Campuses.

I acknowledge that failure to comply completely with the conditions set forth in this statement of responsibility could result in dismissal from my field experience site and course repetition at a different site in order to fulfill graduation requirements.

(Intern's Signature)

Comm. Health Field Experience Coordinator (signature)

(Date)

Appendix C



Nursing Department and Health Allied Programs
Bachelor in Science in Community Health
COHE 404: Community Health Field Experience Services

Community Health Field Experience Site Description

Must be completed by intern

A. General Information

Student's Name _____

Name of Site or Agency _____

Address _____

City _____ State _____ Zip Code _____

Phone _____ Fax _____

Website _____

On-site Supervisor's Name: _____

On-site Supervisor's Position: _____

On-site Supervisor's E-Mail: _____

B. Community Health Field Experience Site Information

1. What is the health service site's mission?

2. Please give a general description of the size of the agency or operation, i.e., number of employees, staff, nature of facilities, etc.

3. Please give a general description of the duties expected as an intern:

4. Please list specific duties that the intern would perform:

5. Check the seasons during which the site could use an intern: Fall _____
Winter _____ Spring _____ Summer _____

Appendix D



Nursing Department and Health Allied

Bachelor in Science in Community
Health

*COHE 404 - Community Health
Field Experience Services*

Experience Field Contractual Agreement Form

The Community Health Program of Universidad del Turabo, of Ana G. Méndez University System, USACampuses, and _____
_____ (site) affiliated with _____ (intern's name).

This AGREEMENT will be effective the month of _____, _____ (year)
between the Community Health Program of Universidad del Turabo, Ana G. Méndez
University System, Continental U.S. Branch Campuses and _____
_____ (site).

The parties desire to engage the participation of the (site) _____
in the Community Health Field Experience of students from Universidad del Turabo of Ana
G. Méndez University System, Ana G. Méndez University System, Continental U.S.
Branch Campuses, and thereby to promote excellence in administration and education and
to contribute to the professional growth, development, and competence of the Community
Health students.

By agreeing to cooperate in accomplishing these common objectives, the three parties
hope to further mutual understanding and programs of mutual interest.

Field Experience Site:

(Name)

(Title)

(Site)

(Address)

(Signature)

(Date)

Community Health program, Universidad del Turabo, AGMUS, Continental U.S. Branch
Campuses:

(Academic Director Name)

(Signature)

(Date)

For the Intern:

(Intern's signature)

(Date)

Appendix E

Nursing Department and Health Allied
 Bachelor in Science in Community Health
COHE 404 - Community Health Field Experience Services

Intern Evaluation

(Completed by On-site supervisor)

Intern's Name _____ Term/Year _____
 Community Health Site _____ Supervisor _____
 Title/Position _____
 Address _____
 Telephone _____ Fax _____
 E-Mail _____

Directions: Prior to the completion of the field experience, please rate to your best knowledge, which describes the level of attainment of intern by selecting the proper statement. Please rate the intern as you would rate a new employee. This field experience is the first step towards the intern's professional career. How would you rate this individual as a future professional? After reviewing this evaluation with the intern, please submit it to the Community Health Field Experience Coordinator.

Rating Scale: 5 = Outstanding 4 = Above Average 3 = Average 2 = Needs Improvement 1 = Unacceptable 0 = N/A

Criteria						
1. Cooperation	5	4	3	2	1	N/A
a. Functions well with and adjusts to people						
b. Willing to accept suggestions and criticisms						
c. Respects opinions of others						
2. Responsibility	5	4	3	2	1	N/A
a. Follows tasks through to completion						
b. Follows directions and instructions						
c. Punctuality						
d. Dependability						
e. Demonstrates appropriate attendance						
f. Demonstrates awareness of responsibility for the position						

3. Enthusiasm	5	4	3	2	1	N/A
a. Eagerly pursues tasks						
b. Demonstrates interest in people						
c. Initiates tasks without constant supervision						
d. Demonstrates a desire to assist						
e. Demonstrates a desire to learn						
4. Leadership	5	4	3	2	1	N/A
a. Demonstrates ability to plan						
b. Demonstrates ability to function with assigned groups						
c. Attempts to resolve problems independently						
d. Conveys ideas clearly						
e. Introduces new ideas and approaches						
f. Indicates understanding of people (staff, clients, or customers)						
g. Demonstrates imagination and creativity						
h. Demonstrates knowledge of programming skills and						
i. Exercises good judgment						
5. Emotional Stability/Maturity	5	4	3	2	1	N/A
a. Demonstrates confidence						
b. Well-poised						
c. Exhibits self-control						
d. Indicates sensitivity for needs of the clients or patients						
e. Demonstrates capability of confronting new situations						
6. Physical Qualities						
a. Demonstrates appropriate energy						
b. Dresses appropriately for setting and activity						
7. Social Qualities	5	4	3	2	1	N/A
a. Establishes good rapport with groups						
b. Establishes good rapport with site staff						
c. Demonstrates ease in meeting people						
d. Demonstrates good character and integrity						
e. Maintains a cooperative attitude						

8. Community Health Skills	5	4	3	2	1	N/A
a. Accessed valid health-related data and resources.						
b. Used theory-based and/or evidence-based research results in program planning						
c. Gathered qualitative and quantitative health data						
d. Analyzed needs assessment data						
e. Developed goals and created measurable objectives for health programs						
f. Implemented intervention strategies to facilitate health-related change						
g. Developed a comprehensive program evaluation plan						
h. Used educational technology effectively						
i. Used oral, electronic, and written techniques to communicate effectively with diverse audiences						
j. Used oral, electronic, and written techniques to communicate effectively with diverse audiences						
k. Established professional and community relationships for collaborative efforts to influence health issues						
l. Influenced local, school, state, and/or national policy to promote health						

* Intern's Signature _____ Date _____

Signature of On-site Supervisor _____ Date _____

* Signature confirms that I have seen and discussed this evaluation.

When the evaluation is completed, please forward to:

Ana G. Méndez University System

Continental U.S. Branch Campuses

Attn: Community Health Field Experience Coordinator

**Nursing Department and
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Bachelor in Science in
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*COHE 404 - Community Health
Field Experience Services*

**Community Health Field
Experience Culminating Paper**

Upon completion of intern's field experience, the intern will submit a paper based on his/her Community Health field experience to the facilitator. This is an important component of the final grade.

- I. The paper should be APA format:
 - a. Title page
 - b. Abstract
 - c. Body
 - d. References
 - e. Font: Courier New 12
 - f. Length: 5-8 pages
- II. The paper's main body should consist:
 1. Brief introduction of intern's health field experience site:
 - a. Site of Community Health Field Experience
 - b. Job responsibilities
 - c. Organizational hierarchy
 - d. Time/duration of the Community Health Field Experience
(160 clock hours is the minimum requirement for six (6) credit hours.)
 2. Identify the areas of responsibility applied at least at minimum level field experience (see Learning Objectives):
 - a. Assess needs, resources and capacity for health education/promotion
 - b. Plan of health education/promotion

- c. Implement health education/promotion
- d. Conduct of evaluation and research related to health education/promotion
- e. Administer and manage health education/promotion
- f. Serve as a health education/promotion resource person
- g. Communicate, promote, and advocate for health education/promotion and the profession

III. Paper's conclusion- evaluate your field experience:

- a. Explain how your internship experience has contributed to your professional growth
- b. Why was this an appropriate way for you to culminate your education?
- c. Should we strive to prepare our interns in a special manner for this community health site?
- d. What can you tell us about this community health site in regards to worth the time required?
- e. Share any recommendations that you have in order to improve this portion of the community health program

Appendix G



Nursing Department and Health Allied Programs

Bachelor in Science in Community Health

COHE 404 - Community Health Field Experience Services

Field Experience Presentation Letter

Date

Name

Position

Site's name

Address

Mr./Mrs.

Dear:

Universidad del Turabo, Ana G. Méndez University System, Continental U.S. Branch Campuses offers a bilingual (Spanish and English) Bachelor Degree in Science in Community Health. In order to complete such a degree, it is required that the students 160 experience field hours in the related area of concentration as part of the course COHE 404, Community Health Field Experience. The students of these programs are insured under university's policy.

We hope to count on your support and cooperation with the future bilingual professionals in the Community Health field by offering an internship opportunity to a participating student; we hope that your contribution to their education of these future health care professionals can also impact positively your prestigious organization.

Anticipated thanks for your cooperation. If there should be any further information needed, please contact me at (954)885-5595 Ext. 8572.

Sincerely,

Coordinator of Community Health Field Experience Universidad del Turabo, AGMUS,
U.S. Continental Branch Campuses

**Nursing Department and Health
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Bachelor in Science in Community
Health

*COHE 404 - Community Health Field
Experience Services*

Intern's Weekly Time Sheet

Intern's Name _____ Student ID# _____

Community Health Field Experience Site _____

From _____ To _____

Day	Month/Day/Year		Month/Day/Year		total of hours
	time in (am)	time out (pm)	time in (am)	time out (pm)	
SUNDAY					
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					
TOTAL OF HOURS					

Intern's signature _____

Community Health On-site Supervisor's Signature _____

Date _____

Appendix I

**Nursing Department and Health
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Bachelor in Science in Community
Health
*COHE 404 - Community Health Field
Experience*

On-Site Supervisor Evaluation
(Completed by Intern)

Intern's Name _____

Student ID# _____

Comm. Health Field Experience Site _____

On-site Supervisor _____

Instructions: Using the following scale, rate your field experience site ability in terms of meeting your learning goals as an intern. Please make comments in spaces provided.

5 = Outstanding; 4 = Above Average; 3 = Average; 2 = Needs Improvement; 1 = Unacceptable; 0 = N/A

Criteria	5	4	3	2	1	0
1. Capacity to assess needs, resources for Health Education/Promotion						
2. Design to plan health education/promotion						
3. Ability to implement health education/promotion						
4. Ability to evaluate and research related to health education/promotion						
5. Opportunity to administer and manage health education/promotion						
6. Opportunity to serve as a health education or promoter						
7. Ability to communicate, promote and advocate for health and health profession						
8. Interest in you as a person and as an intern.						
9. Willingness to discuss the full range of your activities at the						

site.						
Criteria	5	4	3	2	1	0
10. Ability to respond to your problems and to help you work toward solutions.						
11. Given adequate training or explanation of projects assigned						
12. Adequacy of arrangements made to orient you to the site.						
13. Sensitivity to your needs in accomplishing your learning objectives and goals						
14. Regular meetings with supervisor and given constructive feedback						
15. Understanding of philosophy and practices in the community health profession.						
16. Field experience a realistic preview of career field						
17. Work assigned during field experience was challenging and stimulating						

What were the strongest/weakest parts from this field experience? What should be added or deleted?

Would you recommend this field experience site to other students? Why or why not?
(Highly recommended, recommend, recommend with reservations or would not recommend)

What suggestions/recommendations would you give to students who may inter at this site?

Nursing Department and Health Allied Programs
Bachelor in Science in Community Health
Community Health Field Experience Services

Areas of Responsibility of Health Education Specialist: Competencies and Sub-competencies

Area I: Assess Needs, Resources, and Capacity for Health Education/Promotion

1.1	Plan assessment process for health education/promotion
1.1.1	Define the priority population to be assessed
1.1.2	Identify existing and necessary resources to conduct assessments
1.1.3	Engage priority populations, partners, and stakeholders to participate in the assessment process
1.1.4	Apply theories and/or models to assessment process
1.1.5	Apply ethical principles to the assessment process
1.2	Access existing information and data related to health
1.2.1	Identify sources of secondary data related to health
1.2.2	Establish collaborative relationships and agreements that facilitate access to data
1.2.3	Review related literature
1.2.4	Identify gaps in the secondary data
1.2.5	Extract data from existing databases
1.2.6	Determine the validity of existing data
1.3	Collect primary data to determine needs
1.3.1	Identify data collection instruments
1.3.2	Select data collection methods for use in assessment
1.3.3	Develop data collection procedures
1.3.4	Train personnel assisting with data collection
1.3.5	Implement quantitative and/or qualitative data collection
1.4	Analyze relationships among behavioral, environmental, and other factors that influence health
1.4.1	Identify and analyze factors that influence health behaviors
1.4.2	Identify and analyze factors that impact health
1.4.3	Identify the impact of emerging social, economic, and other trends on health
1.5	Examine factors that influence the process by which people learn
1.5.1	Identify and analyze factors that foster or hinder the learning process
1.5.2	Identify and analyze factors that foster or hinder knowledge acquisition
1.5.3	Identify and analyze factors that influence attitudes and beliefs
1.5.4	Identify and analyze factors that foster or hinder acquisition of skills
1.6	Examine factors that enhance or impede the process of health education/promotion
1.6.1	Determine the extent of available health education/promotion programs and interventions
1.6.2	Identify policies related to health education/promotion
1.6.3	Assess the effectiveness of existing health education/promotion programs and interventions
1.6.4	Assess social, environmental, political, and other factors that may impact health education/promotion
1.6.5	Analyze the capacity for providing necessary health education/promotion
1.7	Determine needs for health education/promotion based on assessment findings
1.7.1	Synthesize assessment findings
1.7.2	Identify current needs, resources, and capacity
1.7.3	Prioritize health education/promotion needs
1.7.4	Develop recommendations for health education/promotion based on assessment findings
1.7.5	Report assessment findings

Area II: Plan Health Education/Promotion

2.1 Involve priority populations, partners, and other stakeholders in the planning process

- 2.1.1 Identify priority populations, partners, and other stakeholders
- 2.1.2 Use strategies to convene priority populations, partners, and other stakeholders
- 2.1.3 Facilitate collaborative efforts among priority populations, partners, and other stakeholders
- 2.1.4 Elicit input about the plan
- 2.1.5 Obtain commitments to participate in health education/promotion

2.2 Develop goals and objectives

- 2.2.1 Identify desired outcomes using the needs assessment results
- 2.2.2 Develop vision statement
- 2.2.3 Develop mission statement
- 2.2.4 Develop goal statements
- 2.2.5 Develop specific, measurable, attainable, realistic, and time-sensitive objectives

2.3 Select or design strategies/interventions

- 2.3.1 Select planning model(s) for health education/promotion
- 2.3.2 Assess efficacy of various strategies/interventions to ensure consistency with objectives
- 2.3.3 Apply principles of evidence-based practice in selecting and/or designing strategies/interventions
- 2.3.4 Apply principles of cultural competence in selecting and/or designing strategies/interventions
- 2.3.5 Address diversity within priority populations in selecting and/or designing strategies/interventions
- 2.3.6 Identify delivery methods and settings to facilitate learning
- 2.3.7 Tailor strategies/interventions for priority populations
- 2.3.8 Adapt existing strategies/interventions as needed
- 2.3.9 Conduct pilot test of strategies/interventions
- 2.3.10 Refine strategies/interventions based on pilot feedback
- 2.3.11 Apply ethical principles in selecting strategies and designing interventions
- 2.3.12 Comply with legal standards in selecting strategies and designing interventions

2.4 Develop a plan for the delivery of health education/promotion

- 2.4.1 Use theories and/or models to guide the delivery plan
- 2.4.2 Identify the resources involved in the delivery of health education/promotion
- 2.4.3 Organize health education/promotion into a logical sequence
- 2.4.4 Develop a timeline for the delivery of health education/promotion
- 2.4.5 Develop marketing plan to deliver health program
- 2.4.6 Select methods and/or channels for reaching priority populations
- 2.4.7 Analyze the opportunity for integrating health education/promotion into other programs
- 2.4.8 Develop a process for integrating health education/promotion into other programs when needed
- 2.4.9 Assess the sustainability of the delivery plan
- 2.4.10 Design and conduct pilot study of health education/promotion plan

2.5 Address factors that influence implementation of health education/promotion

- 2.5.1 Identify and analyze factors that foster or hinder implementation
- 2.5.2 Develop plans and processes to overcome potential barriers to implementation

Area III: Implement Health Education/Promotion

3.1	Coordinate logistics necessary to implement plan
3.1.1	Create an environment conducive to learning
3.1.2	Develop materials to implement plan
3.1.3	Secure resources to implement plan
3.1.4	Arrange for needed services to implement plan
3.1.5	Apply ethical principles to the implementation process
3.1.6	Comply with legal standards that apply to implementation
3.2	Train staff members and volunteers involved in implementation of health education/promotion
3.2.1	Develop training objectives
3.2.2	Recruit individuals needed for implementation
3.2.3	Identify training needs of individuals involved in implementation
3.2.4	Develop training using best practices
3.2.5	Implement training
3.2.6	Provide support and technical assistance to those implementing the plan
3.2.7	Evaluate training
3.2.8	Use evaluation findings to plan/modify future training
3.3	Implement health education/promotion plan
3.3.1	Collect baseline data
3.3.2	Apply theories and/or models of implementation
3.3.3	Assess readiness for implementation
3.3.4	Apply principles of diversity and cultural competence in implementing health education/promotion plan
3.3.5	Implement marketing plan
3.3.6	Deliver health education/promotion as designed
3.3.7	Use a variety of strategies to deliver plan
3.4	Monitor implementation of health education/promotion
3.4.1	Monitor progress in accordance with timeline
3.4.2	Assess progress in achieving objectives
3.4.3	Ensure plan is implemented consistently
3.4.4	Modify plan when needed
3.4.5	Monitor use of resources
3.4.6	Evaluate sustainability of implementation
3.4.7	Ensure compliance with legal standards
3.4.8	Monitor adherence to ethical principles in the implementation of health education/promotion

Area IV: Conduct Evaluation and Research Related to Health Education/Promotion

4.1	Develop evaluation plan for health education/promotion
4.1.1	Determine the purpose and goals of evaluation
4.1.2	Develop questions to be answered by the evaluation
4.1.3	Create a logic model to guide the evaluation process
4.1.4	Adapt/modify a logic model to guide the evaluation process
4.1.5	Assess needed and available resources to conduct evaluation
4.1.6	Determine the types of data (for example, qualitative, quantitative) to be collected
4.1.7	Select a model for evaluation
4.1.8	Develop data collection procedures for evaluation
4.1.9	Develop data analysis plan for evaluation
4.1.10	Apply ethical principles to the evaluation process
4.2	Develop a research plan for health education/promotion
4.2.1	Create statement of purpose
4.2.2	Assess feasibility of conducting research
4.2.3	Conduct search for related literature
4.2.4	Analyze and synthesize information found in the literature
4.2.5	Develop research questions and/or hypotheses
4.2.6	Assess the merits and limitations of qualitative and quantitative data collection
4.2.7	Select research design to address the research questions
4.2.8	Determine suitability of existing data collection instruments
4.2.9	Identify research participants
4.2.10	Develop sampling plan to select participants
4.2.11	Develop data collection procedures for research
4.2.12	Develop data analysis plan for research
4.2.13	Develop a plan for non-respondent follow-up
4.2.14	Apply ethical principles to the research process
4.3	Select, adapt and/or create instruments to collect data
4.3.1	Identify existing data collection instruments
4.3.2	Adapt/modify existing data collection instruments
4.3.3	Create new data collection instruments
4.3.4	Identify useable items from existing instruments
4.3.5	Adapt/modify existing items
4.7.5	Disseminate findings using a variety of methods
4.4	Collect and manage data
4.4.1	Train data collectors involved in evaluation and/or research
4.4.2	Collect data based on the evaluation or research plan
4.4.3	Monitor and manage data collection
4.4.4	Use available technology to collect, monitor and manage data
4.4.5	Comply with laws and regulations when collecting, storing, and protecting participant data
4.5	Analyze data
4.5.1	Prepare data for analysis
4.5.2	Analyze data using qualitative methods
4.5.3	Analyze data using descriptive statistical methods
4.5.4	Analyze data using inferential statistical methods
4.5.5	Use technology to analyze data
4.6	Interpret results
4.6.1	Synthesize the analyzed data
4.6.2	Explain how the results address the questions and/or hypotheses
4.6.3	Compare findings to results from other studies or evaluations
4.6.4	Propose possible explanations of findings
4.6.5	Identify limitations of findings
4.6.6	Address delimitations as they relate to findings
4.6.7	Draw conclusions based on findings

4.6.8 Develop recommendations based on findings

4.7 Apply findings

- 4.7.1 Communicate findings to priority populations, partners, and stakeholders
- 4.7.2 Solicit feedback from priority populations, partners, and stakeholders
- 4.7.3 Evaluate feasibility of implementing recommendations
- 4.7.4 Incorporate findings into program improvement and refinement

Area V: Administer and Manage Health Education/Promotion

5.1 Manage financial resources for health education/promotion programs

- 5.1.1 Develop financial plan
- 5.1.2 Evaluate financial needs and resources
- 5.1.3 Identify internal and/or external funding sources
- 5.1.4 Prepare budget requests
- 5.1.5 Develop program budgets
- 5.1.6 Manage program budgets
- 5.1.7 Conduct cost analysis for programs
- 5.1.8 Prepare budget reports
- 5.1.9 Monitor financial plan
- 5.1.10 Create requests for funding proposals
- 5.1.11 Write grant proposals
- 5.1.12 Conduct reviews of funding proposals
- 5.1.13 Apply ethical principles when managing financial resources

5.2 Manage technology resources

- 5.2.1 Assess technology needs to support health education/promotion
- 5.2.2 Use technology to collect, store and retrieve program management data
- 5.2.3 Apply ethical principles in managing technology resources
- 5.2.4 Evaluate emerging technologies for applicability to health education/promotion

5.3 Manage relationships with partners and other stakeholders

- 5.3.1 Assess capacity of partners and other stakeholders to meet program goals
- 5.3.2 Facilitate discussions with partners and other stakeholders regarding program resource needs
- 5.3.3 Create agreements (for example, memoranda of understanding) with partners and other stakeholders
- 5.3.4 Monitor relationships with partners and other stakeholders
- 5.3.5 Elicit feedback from partners and other stakeholders
- 5.3.6 Evaluate relationships with partners and other stakeholders

5.4 Gain acceptance and support for health education/promotion programs

- 5.4.1 Demonstrate how programs align with organizational structure, mission, and goals
- 5.4.2 Identify evidence to justify programs
- 5.4.3 Create a rationale to gain or maintain program support
- 5.4.4 Use various communication strategies to present rationale

5.5 Demonstrate leadership

- 5.5.1 Facilitate efforts to achieve organizational mission
- 5.5.2 Analyze an organization's culture to determine the extent to which it supports health education/promotion
- 5.5.3 Develop strategies to reinforce or change organizational culture to support health education/promotion
- 5.5.4 Facilitate needed changes to organizational culture
- 5.5.5 Conduct strategic planning
- 5.5.6 Implement strategic plan
- 5.5.7 Monitor strategic plan
- 5.5.8 Conduct program quality assurance/process improvement
- 5.5.9 Comply with existing laws and regulations
- 5.5.10 Adhere to ethical principles of the profession

5.6 Manage human resources for health education/promotion programs

- 5.6.1 Assess staffing needs
- 5.6.2 Develop job descriptions
- 5.6.3 Apply human resource policies consistent with laws and regulations
- 5.6.4 Evaluate qualifications of staff members and volunteers needed for programs
- 5.6.5 Recruit staff members and volunteers for programs
- 5.6.6 Determine staff member and volunteer professional development needs
- 5.6.7 Develop strategies to enhance staff member and volunteer professional development
- 5.6.8 Implement strategies to enhance the professional development of staff members and volunteers
- 5.6.9 Develop and implement strategies to retain staff members and volunteers
- 5.6.10 Employ conflict resolution techniques

- 5.6.11 Facilitate team development
- 5.6.12 Evaluate performance of staff members and volunteers
- 5.6.13 Monitor performance and/or compliance of funding recipients
- 5.6.14 Apply ethical principles when managing human resources

Area VI: Serve as a Health Education/Promotion Resource Person

6.1	Obtain and disseminate health-related information
6.1.1	Assess needs for health-related information
6.1.2	Identify valid information resources
6.1.3	Evaluate resource materials for accuracy, relevance, and timeliness
6.1.4	Adapt information for consumer
6.1.5	Convey health-related information to consumer
6.2	Train others to use health education/promotion skills
6.2.1	Assess training needs of potential participants
6.2.2	Develop a plan for conducting training
6.2.3	Identify resources needed to conduct training
6.2.4	Implement planned training
6.2.5	Conduct formative and summative evaluations of training
6.2.6	Use evaluative feedback to create future trainings
6.3	Provide advice and consultation on health education/promotion issues
6.3.1	Assess and prioritize requests for advice/consultation
6.3.2	Establish advisory/consultative relationships
6.3.3	Provide expert assistance and guidance
6.3.4	Evaluate the effectiveness of the expert assistance provided
6.3.5	Apply ethical principles in consultative relationships

Area VII: Communicate, Promote, and Advocate for Health

7.1 Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques

- 7.1.1 Create messages using communication theories and/or models
- 7.1.2 Identify level of literacy of intended audience
- 7.1.3 Tailor messages for intended audience
- 7.1.4 Pilot test messages and delivery methods
- 7.1.5 Revise messages based on pilot feedback
- 7.1.6 Assess and select methods and technologies used to deliver messages
- 7.1.7 Deliver messages using media and communication strategies
- 7.1.8 Evaluate the impact of the delivered messages

7.2 Engage in advocacy for health and health education/promotion

- 7.2.1 Identify current and emerging issues requiring advocacy
- 7.2.2 Engage stakeholders in advocacy initiatives
- 7.2.3 Access resources (for example, financial, personnel, information, data) related to identified advocacy needs
- 7.2.4 Develop advocacy plans in compliance with local, state, and/or federal policies and procedures
- 7.2.5 Use strategies that advance advocacy goals
- 7.2.6 Implement advocacy plans
- 7.2.7 Evaluate advocacy efforts
- 7.2.8 Comply with organizational policies related to participating in advocacy
- 7.2.9 Lead advocacy initiatives related to health

7.3 Influence policy and/or systems change to promote health and health education

- 7.3.1 Assess the impact of existing and proposed policies on health
- 7.3.2 Assess the impact of existing and proposed policies on health education
- 7.3.3 Assess the impact of existing systems on health
- 7.3.4 Project the impact of proposed systems changes on health education
- 7.3.5 Use evidence-based findings in policy analysis
- 7.3.6 Develop policies to promote health using evidence-based findings
- 7.3.7 Identify factors that influence decision-makers
- 7.3.8 Use policy advocacy techniques to influence decision-makers
- 7.3.9 Use media advocacy techniques to influence decision-makers
- 7.3.10 Engage in legislative advocacy

7.4 Promote the health education profession

- 7.4.1 Explain the major responsibilities of the health education specialist
- 7.4.2 Explain the role of professional organizations in advancing the profession
- 7.4.3 Explain the benefits of participating in professional organizations
- 7.4.4 Advocate for professional development of health education specialists
- 7.4.5 Advocate for the profession
- 7.4.6 Explain the history of the profession and its current and future implications for professional practice
- 7.4.7 Explain the role of credentialing (for example, individual, program) in the promotion of the profession
- 7.4.8 Develop and implement a professional development plan
- 7.4.9 Serve as a mentor to others in the profession
- 7.4.10 Develop materials that contribute to the professional literature
- 7.4.11 Engage in service to advance the profession