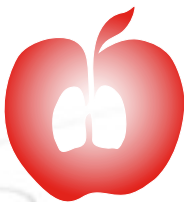
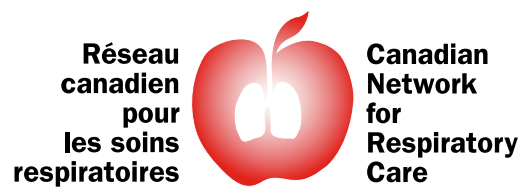


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**Foundational  
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# 1 Health Promotion and Education

## 1.1 Practise Health Promotion

- 1 Apply Social Determinants of Health when working with individuals and communities.
- 2 Apply the principles of Primary Health Care defined by the World Health Organization.
- 3 Differentiate among the three levels of health promotion and disease prevention:
  - a Primary
  - b Secondary
  - c Tertiary
- 4 Integrate theoretical frameworks of health promotion and care into practice:
  - a Expanded Chronic Care Model
  - b PRECEDE/PROCEED Model
  - c Social Support
- 5 Identify the role of the educator in an overall health promotion strategy.
- 6 Integrate principles of client-centred care into practice (*i.e. individual, family, community*).

## 1.2 Apply Education Theory

- 1 Explain the benefits of health education.
- 2 Integrate teaching and learning theories and philosophies into practice:
  - a Behaviourism
  - b Constructivism
  - c Humanism
  - d Cognitivism
- 3 Apply models and theories of behaviour change with clients:
  - a Health Belief Model
  - b Social Cognitive Theory
  - c Self-efficacy Theory
  - d Theory of Planned Behavior
  - e Transtheoretical Model
  - f Confidence and Conviction Model

## 2 Communication

### 2.1 Use Communication Methods and Techniques

- 1 Communicate in a courteous, empathetic, and professional manner.
- 2 Adapt communication techniques and approaches based on the client's health literacy.
- 3 Use verbal and non-verbal communication to optimize the teaching-learning process.
- 4 Develop clear and concise written communications tailored to the recipient.
- 5 Provide education in a group setting (*e.g. group dynamics, presentations*).

### 2.2 Implement Motivational Interviewing

- 1 Integrate the spirit of motivational interviewing into practice.
- 2 Use the processes of motivational interviewing:
  - a Engaging
  - b Focusing
  - c Evoking
  - d Planning
- 3 Demonstrate the core interviewing skills.

## 3 Educational Intervention

### 3.1 Assess Client

- 1 Collaborate with the client to assess characteristics and needs relevant to learning:
  - a Determinants of health
  - b Motivation and readiness to learn
  - c Preferences and interests
  - d Developmental stage of the learner
  - e Health literacy
  - f Abilities (e.g. *physical, cognitive*)
  - g Health (e.g. *concurrent diseases and disorders*)
  - h Culture
  - i Previous health education and experiences

### 3.2 Design a Plan for Learning Interventions

- 1 Collaborate with the client to determine health goals that are specific, measurable, achievable, relevant, and time-bound (*SMART*).
- 2 Collaborate with the client to develop *SMART* learning objectives to support the client's health goals.
- 3 Plan interventions that address client learning characteristics and needs.
- 4 Select an instructional method (e.g. *questioning, role play, gaming*) based on assessment results.
- 5 Select resources (e.g. *websites, brochures, videos*) tailored to client needs.
- 6 Identify required client accommodations (e.g. *ability, culture*).
- 7 Identify factors that are a barrier or support to potential interventions.

### 3.3 Implement an Education Plan

- 1 Demonstrate effective instructional methods for individuals and groups.
- 2 Address barriers and supports for intervention implementation.

### 3.4 Evaluate Client Learning Objectives

- 1 Evaluate the client's progress in achieving learning objectives.
- 2 Provide revised interventions based on evaluation results.

## **4 Resource Management**

### **4.1 Evaluate Health Education Resources**

- 1 Evaluate health education resources for validity and applicability to practice.
- 2 Integrate evidence-based resource material and tools into practice.
- 3 Incorporate findings from current research and clinical guidelines into practice.
- 4 Guide client in evaluating resource materials, research, and health information.

### **4.2 Integrate Technology into Practice**

- 1 Use technologies to benefit client education.
- 2 Use technologies for professional development and communications.



## 5 Professional Practice

### 5.1 Act Ethically and Professionally

- 1 Maintain professional competency.
- 2 Engage in reflective practice.
- 3 Maintain professional conduct (*e.g. client relationships, dress, transference*).
- 4 Apply ethical principles when conducting client education including:
  - a Beneficence
  - b Non-maleficence
  - c Respect for autonomy
  - d Justice
  - e Confidentiality
  - f Respect for individual differences (*e.g. gender, language, ability, sexuality, beliefs*)
- 5 Accept personal responsibility for actions.
- 6 Advocate for health education, resources, and services for clients.
- 7 Respect legislation regarding the use of copyrighted materials.
- 8 Document client interactions in a succinct, relevant, factual, and objective manner.
- 9 Comply with privacy legislation.

### 5.2 Collaborate with Others

- 1 Work as an effective team member.
- 2 Practise inter-professional and inter-sectoral collaboration.
- 3 Collaborate with the client's family and social supports.

## **6 Program Evaluation**

### **6.1 Participate in Program Evaluation**

- 1** Describe the types of program evaluation:
  - a** Process
  - b** Content
  - c** Outcome
  - d** Impact
- 2** Contribute to program evaluations.
- 3** Recommend improvements to programs.