



Pan-Canadian Health Promoter Competencies' Toolkit: Self-Assessment Tool

Introduction

Pursuing lifelong learning is a core competency of health promotion practitioners. This tool, developed by the Pan-Canadian Health Promoter Competencies initiative, is intended as a career development tool to assist practitioners to identify their strengths, as well as potential areas for further development.ⁱ Such development may be intended to increase your performance in your current position and/or in preparation for a future position to which you aspire.

This self-assessment tool is comprised of three sections. Section 1 involves a self-assessment based on the Pan-Canadian Health Promoter Competencies. Section 2 provides a summary template to identify strengths and areas for potential development. Section 3 provides a template to develop a learning plan to address priority development areas. This includes a link to ideas for learning development strategies including those beyond formal training such as involvement in or leading a project, preparing and presenting a report to management, as well as volunteering for a professional association or non-governmental organization.

Instructions

1. Have the Health Promoter Position Profile available since it provides examples of proficiency levels for each specific competency statements, as well as the glossary for terms utilized in the competency statements.
2. In Section 1, for each competency domain, identify the competency level that has been consistently demonstrated. While providing an overall rating for the domain, note if there are particular gaps with specific competency statements.
3. Identify the supporting evidence, including an example, which supports the competency level rating.
4. In Section 2, use the summary table to record your rating for each domain. Include the target level for comparison. This may be for your current position and/or for a more senior position for career planning purposes.
5. Consider discussing your results with your supervisor or a mentor (people's own assessments sometimes over- or under-represent reality)
6. In Section 3, develop a learning plan to address identified competency gaps. Again, discussion/support from your supervisor or mentor can be helpful here since competency development typically involves experience in applying a new skill.

ⁱ A similar, but separate form is available for the formal performance appraisal of employees.

Section 1 – Competency Assessment

<u>Domain 1 – Health Promotion Knowledge and Skills</u>	<u>Rating</u>
1.1 Apply a population health promotion approach, including determinants of health and health equity, to the analysis of health issues. 1.2 Apply health promotion principles, theory and research to: a) Identify options for health promotion action. b) Plan, implement and evaluate health promotion action.	<u>Consistently</u> demonstrated application of these competencies in: <input type="checkbox"/> Simplest situations; require close and extensive guidance (1) <input type="checkbox"/> Routine/somewhat difficult situations; require frequent guidance (2) <input type="checkbox"/> Difficult/considerably difficult situations; require occasional/infrequent guidance (3) <input type="checkbox"/> Exceptionally difficult situations; provides expert guidance to others (4) <input type="checkbox"/> Not demonstrated during this period (0)
<u>Supporting Evidence</u> (include example): 	

<p><u>Domain 2 – Situational Assessments</u></p> <p>2.1 Retrieve and synthesize population health status information to describe the importance and underlying causes of a health issue.</p> <p>2.2 Access and critically appraise evidence (i.e. published and grey literature, systematic reviews, and promising practices) for potential health promotion action.</p> <p>2.3 Conduct an environmental scan to identify community perspectives, assets, resources, challenges and gaps.</p> <p>2.4 Interpret population health status information, evidence, and environmental scan findings to identify options for health promotion action.</p>	<p><u>Rating</u></p> <p><u>Consistently</u> demonstrated application of these competencies in:</p> <p><input type="checkbox"/> Simplest situations; require close and extensive guidance (1)</p> <p><input type="checkbox"/> Routine/somewhat difficult situations; require frequent guidance (2)</p> <p><input type="checkbox"/> Difficult/considerably difficult situations; require occasional/infrequent guidance (3)</p> <p><input type="checkbox"/> Exceptionally difficult situations; provides expert guidance to others (4)</p> <p><input type="checkbox"/> Not demonstrated during this period (0)</p>
<p><u>Supporting Evidence</u> (include example):</p>	

<p><u>Domain 3 – Plan and Evaluate Health Promotion Action</u></p> <p>3.1 Develop a plan to implement health promotion action including goals, objectives, and implementation and evaluation steps.</p> <p>3.2 Identify and oversee resources (e.g., skills, personnel, partner contributions, budget) to develop, implement and evaluate sustainable health promotion action.</p> <p>3.3 Monitor and evaluate the implementation of health promotion action.</p>	<p><u>Rating</u></p> <p><u>Consistently</u> demonstrated application of these competencies in:</p> <p><input type="checkbox"/> Simplest situations; require close and extensive guidance (1)</p> <p><input type="checkbox"/> Routine/somewhat difficult situations; require frequent guidance (2)</p> <p><input type="checkbox"/> Difficult/considerably difficult situations; require occasional/infrequent guidance (3)</p> <p><input type="checkbox"/> Exceptionally difficult situations; provides expert guidance to others (4)</p> <p><input type="checkbox"/> Not demonstrated during this period (0)</p>
<p><u>Supporting Evidence</u> (include example):</p> 	

<p><u>Domain 4 – Policy Development and Advocacy</u></p> <p>4.1 Describe the potential implications of policy options (i.e., health, economic, administrative, legal, social, environmental, political and other factors, as applicable).</p> <p>4.2 Provide strategic policy advice on health promotion issues.</p> <p>4.3 Write clear and concise briefs for health promotion issues.</p> <p>4.4 Apply understanding of the policy making process to assist, enable and facilitate the community to contribute to policy development.</p>	<p><u>Rating</u></p> <p><u>Consistently</u> demonstrated application of these competencies in:</p> <p><input type="checkbox"/> Simplest situations; require close and extensive guidance (1)</p> <p><input type="checkbox"/> Routine/somewhat difficult situations; require frequent guidance (2)</p> <p><input type="checkbox"/> Difficult/considerably difficult situations; require occasional/infrequent guidance (3)</p> <p><input type="checkbox"/> Exceptionally difficult situations; provides expert guidance to others (4)</p> <p><input type="checkbox"/> Not demonstrated during this period (0)</p>
<p><u>Supporting Evidence</u> (include example):</p>	

<p><u>Domain 5 – Community Mobilization and Building Community Capacity</u></p> <p>5.1 Develop relationships and engage in a dialogue with communities based on trust and mutual respect.</p> <p>5.2 Identify and strengthen local community capacities to take action on health issues.</p> <p>5.3 Advocate for and with communities to improve their health and well-being.</p>	<p><u>Rating</u></p> <p><u>Consistently</u> demonstrated application of these competencies in:</p> <p><input type="checkbox"/> Simplest situations; require close and extensive guidance (1)</p> <p><input type="checkbox"/> Routine/somewhat difficult situations; require frequent guidance (2)</p> <p><input type="checkbox"/> Difficult/considerably difficult situations; require occasional/infrequent guidance (3)</p> <p><input type="checkbox"/> Exceptionally difficult situations; provides expert guidance to others (4)</p> <p><input type="checkbox"/> Not demonstrated during this period (0)</p>
<p><u>Supporting Evidence</u> (include example):</p> 	

<p><u>Domain 6 - Partnership and Collaboration</u></p> <p>6.1 Establish and maintain linkages with community leaders and other key health promotion stakeholders (e.g., schools, businesses, local governments, faith groups, non-governmental organizations, etc.).</p> <p>6.2 Utilize leadership, team building, negotiation and conflict resolution skills to build community partnerships.</p> <p>6.3 Build and support coalitions to stimulate intersectoral collaboration on health issues.</p>	<p><u>Rating</u></p> <p><u>Consistently</u> demonstrated application of these competencies in:</p> <p><input type="checkbox"/> Simplest situations; require close and extensive guidance (1)</p> <p><input type="checkbox"/> Routine/somewhat difficult situations; require frequent guidance (2)</p> <p><input type="checkbox"/> Difficult/considerably difficult situations; require occasional/infrequent guidance (3)</p> <p><input type="checkbox"/> Exceptionally difficult situations; provides expert guidance to others (4)</p> <p><input type="checkbox"/> Not demonstrated during this period (0)</p>
<p><u>Supporting Evidence</u> (include example):</p>	

<p><u>Domain 7 - Communication</u></p> <p>7.1 Provide information tailored to specific audiences (e.g., professional, community groups, general population) on population health status and health promotion action.</p> <p>7.2 Apply communication methods and techniques to the development, implementation and evaluation of health promotion action.</p> <p>7.3 Use the media, information technologies, and community networks to receive and communicate information.</p> <p>7.4 Communicate with diverse populations in a culturally-appropriate manner.</p>	<p><u>Rating</u></p> <p><u>Consistently</u> demonstrated application of these competencies in:</p> <p><input type="checkbox"/> Simplest situations; require close and extensive guidance (1)</p> <p><input type="checkbox"/> Routine/somewhat difficult situations; require frequent guidance (2)</p> <p><input type="checkbox"/> Difficult/considerably difficult situations; require occasional/infrequent guidance (3)</p> <p><input type="checkbox"/> Exceptionally difficult situations; provides expert guidance to others (4)</p> <p><input type="checkbox"/> Not demonstrated during this period (0)</p>
<p><u>Supporting Evidence</u> (include example):</p>	

<p><u>Domain 8 – Diversity and Inclusiveness</u></p> <p>8.1 Recognize how the determinants of health (biological, social, cultural, economic and physical environments) influence the health and well-being of specific population groups.</p> <p>8.2 Address population diversity when planning, implementing, adapting and evaluating health promotion action.</p> <p>8.3 Apply culturally-relevant and appropriate approaches with people from diverse cultural, socioeconomic and educational backgrounds, and persons of all ages, genders, health status, sexual orientations and abilities.</p>	<p><u>Rating</u></p> <p><u>Consistently</u> demonstrated application of these competencies in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Simplest situations; require close and extensive guidance (1) <input type="checkbox"/> Routine/somewhat difficult situations; require frequent guidance (2) <input type="checkbox"/> Difficult/considerably difficult situations; require occasional/infrequent guidance (3) <input type="checkbox"/> Exceptionally difficult situations; provides expert guidance to others (4) <input type="checkbox"/> Not demonstrated during this period (0)
<p><u>Supporting Evidence</u> (include example):</p> 	

<p><u>Domain 9 – Leadership and Building Organizational Capacity</u></p> <p>9.1 Describe the context of health promotion structures and roles at different jurisdictional levels.</p> <p>9.2 Describe how the work of health promotion supports the organization’s vision, mission and priorities.</p> <p>9.3 Contribute to developing key values and a shared vision in planning and implementing health promotion action in the community.</p> <p>9.4 Demonstrate an ability to set and follow priorities, and to maximize outcomes based on available resources.</p> <p>9.5 Contribute to maintaining organizational performance standards.</p> <p>9.6 Manage self, others, information and resources in an ethical manner.</p> <p>9.7 Contribute to team and organizational learning in order to advance health promotion goals (e.g., mentor students and other staff; participate in research and quality assurance initiatives).</p> <p>9.8 Pursue lifelong learning in the field of health promotion (e.g., professional development; practice development).</p>	<p><u>Rating</u></p> <p><u>Consistently</u> demonstrated application of these competencies in:</p> <p><input type="checkbox"/> Simplest situations; require close and extensive guidance (1)</p> <p><input type="checkbox"/> Routine/somewhat difficult situations; require frequent guidance (2)</p> <p><input type="checkbox"/> Difficult/considerably difficult situations; require occasional/infrequent guidance (3)</p> <p><input type="checkbox"/> Exceptionally difficult situations; provides expert guidance to others (4)</p> <p><input type="checkbox"/> Not demonstrated during this period (0)</p>
<p><u>Supporting Evidence</u> (include example):</p>	

Section 2 – Results Summary

- In the following table, mark your rating for each of the domains
- Include the target rating for your current or next desired position
- Identify where meet, exceed or fall short on each competency domain
- Consider discussing your assessment results with your supervisor or mentor

Competency Level	1. Health Promotion Knowledge & Skills		2. Situational Assessments		3. Plan & Evaluate Health Promotion Action		4. Policy Development & Advocacy		5. Community Mobilization & Building Community Capacity		6. Partnerships and Collaboration		7. Communication		8. Diversity and Inclusiveness		9. Leadership & Building Organizational Capacity		
	Your Rating	Target	Your Rating	Target	Your Rating	Target	Your Rating	Target	Your Rating	Target	Your Rating	Target	Your Rating	Target	Your Rating	Target	Your Rating	Target	
0																			
1																			
2																			
3																			
4																			

Section 3 – Learning Plan

The next step is to identify a learning plan to address priority competency gaps. The table on the following page is intended to summarize the responses to the following questions:

- Reflecting the findings from Section 2, identify developmental goals (e.g., for the coming year). This might focus on a specific competency statement, one that is domain-wide, or a task that requires integration across domains.
- Consider how these goals relate to the organization's goals? (e.g., how will the organization benefit from your development goal?)
- What are the knowledge, skills and abilities to be developed?
- What are the best development activities for the goals that you have identified? (see ***Strategies to Develop Competencies*** for ideas)
- What resources/supports will you need to engage in the development activities (e.g., time, funds, help from others, opportunity, etc.)
- What are the timelines for completing each development goal?

Ideally, the learning plan is discussed with, and agreed to, by your supervisor.

Individual Learning Plan

Name:	
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Developmental goals for the coming year	Relationship of goal to the organization's goals	Knowledge, skills, abilities to be developed	Developmental activity	Resources	Date for completion
<i>Goal 1</i>					
<i>Goal 2</i>					
<i>Goal 3</i>					

Employee's signature Date

Supervisor's signature Date