



Pan-Canadian Health Promoter Competencies' Toolkit: Comparison Between Draft Health Promoter Competencies and Public Health Core Competencies

Overview

A comparison was made between the health promoter competencies and the public health core competencies. As one would anticipate, the health promoter competencies are more detailed and have greater expectations in a number of areas:

- Application of health promotion principles, theories and evidence to analysis of issues
- Development of health promotion action (e.g., program/policy interventions) grounded in population assessment, evidence and community context.
- Analysis and communication of policy options.
- Development/support of strategic partnerships, coalitions and intersectoral collaboration
- Community mobilization and capacity building
- Communication strategies.

Details - Comparison of the Competency Sets

Public Health Core Competencies	Health Promoter Competencies	Comments
<p>1.1 Demonstrate knowledge of the following concepts: the health status of populations, inequities in health, the determinants of health and illness, strategies for health promotion, disease and injury prevention and health protection, as well as the factors that influence the delivery and use of health services.</p> <p>1.3 Apply the public health sciences to practice.</p>	<p>Apply a population health promotion approach, including determinants of health and health equity, to the analysis of health issues. (1.1)</p> <p>Apply health promotion principles, theory and research to:</p> <p>a) Identify options for health promotion action.</p> <p>b) Plan, implement and evaluate health promotion action. (1.2)</p> <p>Interpret population health status information, evidence, and environmental scan findings to identify options for health promotion action. (2.4)</p>	<p>Greater focus, detail and health promotion-related expectations in health promoter competencies</p>

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1.2 Demonstrate knowledge about the history, structure and interaction of public health and health care services at local, provincial/territorial, national, and international levels.	Describe the context of health promotion structures and roles at different jurisdictional levels. (9.1)	Health promoter competencies focussed on health promotion-related structures and roles, whereas public health competencies focussed on structures and interactions between public health and health care services.
1.4 Use evidence and research to inform health policies and programs.	<p>Retrieve and synthesize population health status information to describe the importance and underlying causes of a health issue. (2.1)</p> <p>Access and critically appraise evidence (i.e. published and grey literature, systematic reviews, and promising practices) for potential health promotion action. (2.2)</p> <p>Conduct an environmental scan to identify community perspectives, assets, resources, challenges and gaps. (2.3)</p> <p>Interpret population health status information, evidence, and environmental scan findings to identify options for health promotion action. (2.4)</p>	Greater detail and expectations in health promoter competencies to apply evidence from health status information, to critically appraise literature, and combine with environmental scan to identify options for health promotion action (i.e., effective program, policy and other interventions).
1.5 Demonstrate the ability to pursue lifelong learning opportunities in the field of public health.	Pursue lifelong learning in the field of health promotion (e.g., professional development; practice development). (9.8)	Focus is field of health promotion; provides more specific examples.
2.1 Recognize that a health concern or issue exists	Apply a population health promotion approach, including determinants of health and health equity, to the analysis of health issues. (1.1)	Applying population health promotion approach to issue infers recognition that issue or concern exists
2.2 Identify relevant and appropriate sources of information, including community assets and resources.	<p>Access and critically appraise evidence (i.e. published and grey literature, systematic reviews, and promising practices) for potential health promotion action. (2.2)</p> <p>Conduct an environmental scan to identify community perspectives, assets, resources, challenges and gaps. (2.3)</p>	Health promotion competencies more detailed with higher expectations

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2.3 Collect, store, retrieve and use accurate and appropriate information on public health issues.	See 2.1, 2.2, 2.3	Inferred in applying these competencies
2.4 Analyze information to determine appropriate implications, uses, gaps and limitations.	Interpret population health status information, evidence, and environmental scan findings to identify options for health promotion action. (2.4)	Health promoter competency focuses on integration of information towards an end result. Core competency a sub-competency of this broader expectation.
2.5 Determine the meaning of information, considering the current ethical, political, scientific, socio-cultural and economic contexts.	<p>Apply a population health promotion approach, including determinants of health and health equity, to the analysis of health issues. (1.1)</p> <p>Interpret population health status information, evidence, and environmental scan findings to identify options for health promotion action. (2.4)</p> <p>Describe the potential implications of policy options (i.e., health, economic, administrative, legal, social, environmental, political and other factors, as applicable). (4.1)</p>	Core competency a sub-competency of these competencies.
2.6 Recommend specific actions based on the analysis of information.	<p>Interpret population health status information, evidence, and environmental scan findings to identify options for health promotion action. (2.4)</p> <p>Provide strategic policy advice on health promotion issues (4.2)</p>	Health promotion competencies link the development of interventions to health status, evidence and environmental scan.
<p>3.1 Describe selected policy and program options to address a specific public health issue.</p> <p>3.2 Describe the implications of each option, especially as they apply to the determinants of health and recommend or decide on a course of action.</p>	<p>Interpret population health status information, evidence, and environmental scan findings to identify options for health promotion action. (2.4)</p> <p>Apply a population health promotion approach, including determinants of health and health equity, to the analysis of health issues. (1.1)</p> <p>Describe the potential implications of policy options (i.e., health, economic, administrative, legal, social, environmental, political and other factors, as applicable). (4.1)</p>	Health promoter competencies have greater expectations that links the situational assessment to the identification of options which are analyzed with respect to health determinants, equity and policy context.

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<p>3.3 Develop a plan to implement a course of action taking into account relevant evidence, legislation, emergency planning procedures, regulations and policies.</p> <p>3.4 Implement a policy or program and/or take appropriate action to address a specific public health issue.</p> <p>3.6 Evaluate an action, policy or program.</p>	<p>Describe the potential implications of policy options (i.e., health, economic, administrative, legal, social, environmental, political and other factors, as applicable). (4.1)</p> <p>Develop a plan to implement health promotion action including goals, objectives, and implementation and evaluation steps. (3.1)</p> <p>Identify and oversee resources (e.g., skills, personnel, partner contributions, budget) to develop, implement and evaluate sustainable health promotion action. (3.2)</p> <p>Monitor and evaluate the implementation of health promotion action. (3.3)</p>	<p>Health promotion competencies provide more detail of what is to be included in plan. They also distinguish between monitoring and evaluating an intervention.</p>
<p>3.5 Demonstrate the ability to implement effective practice guidelines.</p>	<p>Access and critically appraise evidence (i.e. published and grey literature, systematic reviews, and promising practices) on the health issue and effective interventions.(2.2)</p> <p>Apply health promotion principles, theory and research to:</p> <p>a) Identify options for health promotion action.</p> <p>b) Plan, implement and evaluate health promotion action. (1.2)</p>	<p>In health promotion, practice guidelines are part of the body of evidence. Due to the importance of context, rarely is there a situation that is simply 'implementing a practice guideline', which is why principles are of central importance.</p>
<p>3.7 Demonstrate an ability to set and follow priorities, and to maximize outcomes based on available resources.</p>	<p>Demonstrate an ability to set and follow priorities, and to maximize outcomes based on available resources. (9.4)</p>	<p>Same – included as leadership and building organizational capacity</p>
<p>3.8 Demonstrate the ability to fulfill functional roles in response to a public health emergency.</p>	<p>Not included</p>	<p>Not 'core' for health promoter positions based outside public health organizations</p>
<p>4.1 Identify and collaborate with partners in addressing public health issues.</p>	<p>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.). (6.1)</p> <p>Build and support coalitions to stimulate intersectoral collaboration on health issues. (6.3)</p>	<p>Health promoter competencies more detailed addressing strategic linkages and supporting coalitions and intersectoral collaboration</p>

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<p>4.2 Use skills such as team building, negotiation, conflict management and group facilitation to build partnerships.</p> <p>4.3 Mediate between differing interests in the pursuit of health and well-being, and facilitate the allocation of resources.</p>	<p>Utilize leadership, team building, negotiation and conflict resolution skills to build community partnerships. (6.2)</p> <p>Build and support coalitions to stimulate intersectoral collaboration on health issues. (6.3)</p>	<p>Similar - health promoter competencies emphasize community 'leadership' role and stimulating intersectoral collaboration</p>
<p>4.4 Advocate for healthy public policies and services that promote and protect the health and well-being of individuals and communities.</p>	<p>Describe the potential implications of policy options (i.e., health, economic, administrative, legal, social, environmental, political and other factors, as applicable). (4.1)</p> <p>Provide strategic policy advice on health promotion issues. (4.2)</p> <p>Write clear and concise briefs for health promotion issues. (4.3)</p> <p>Apply understanding of the policy making process to assist, enable and facilitate the community to contribute to policy development. (4.4)</p> <p>Identify and strengthen local community capacities to take action on health issues. (5.2)</p> <p>Advocate for and with communities to improve their health and well-being. (5.3)</p>	<p>Health promoter competencies much more detailed regarding role in analyzing policy options and then having the skills to communicate those positions (e.g., briefings). The health promoter competencies are also detailed in working with communities to build capacity and advocate for change.</p>

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<p>5.1 Recognize how the determinants of health (biological, social, cultural, economic and physical) influence the health and well-being of specific population groups.</p> <p>5.2 Address population diversity when planning, implementing, adapting and evaluating public health programs and policies.</p> <p>5.3 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>Recognize how the determinants of health (biological, social, cultural, economic and physical environments) influence the health and well-being of specific population groups. (8.1)</p> <p>Address population diversity when planning, implementing, adapting and evaluating health promotion action. (8.2)</p> <p>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. (8.3)</p> <p>Communicate with diverse populations in a culturally-appropriate manner. (7.4)</p>	<p>First three items are essentially the same – additional competency focuses on communication.</p>
<p>6.1 Communicate effectively with individuals, families, groups, communities and colleagues.</p> <p>6.2 Interpret information for professional, non-professional and community audiences.</p> <p>6.3 Mobilize individuals and communities by using appropriate media, community resources and social marketing techniques.</p> <p>6.4 Use current technology to communicate effectively.</p>	<p>Provide information tailored to specific audiences (e.g., professional, community groups, general population) on population health status and health promotion action. (7.1)</p> <p>Apply communication methods and techniques to the development, implementation and evaluation of health promotion action. (7.2)</p> <p>Use the media, information technologies, and community networks to receive and communicate information. (7.3)</p>	<p>Health promoter competencies have greater expectations and provide greater detail.</p>

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7.1 Describe the mission and priorities of the public health organization where one works, and apply them in practice.	Demonstrate how the work of health promotion supports the organization's vision, mission and priorities (9.2)	Similar with tailoring to context of health promoter role (e.g., 9.2), and more specific
7.2 Contribute to developing key values and a shared vision in planning and implementing public health programs and policies in the community.	Contribute to developing key values and a shared vision in planning and implementing health promotion action in the community (9.3)	examples of contributing to organizational learning (9.7)
7.3 Utilize public health ethics to manage self, others, information and resources.	Demonstrate an ability to set and follow priorities, and to maximize outcomes based on available resources (9.4)	
7.4 Contribute to team and organizational learning in order to advance public health goals.	Contribute to maintaining organizational performance standards (9.5)	
7.5 Contribute to maintaining organizational performance standards.	Manage self, others, information and resources in an ethical manner. (9.6)	
7.6 Demonstrate an ability to build community capacity by sharing knowledge, tools, expertise and experience.	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) (9.7)	