

Demystifying The Application Form

AHPI



IUHPE – UIPES

INTERNATIONAL UNION FOR HEALTH PROMOTION AND EDUCATION
UNION INTERNATIONALE DE PROMOTION DE LA SANTÉ ET D'ÉDUCATION POUR LA SANTÉ
UNIÓN INTERNACIONAL DE PROMOCIÓN DE LA SALUD Y EDUCACIÓN PARA LA SALUD



AHPI
Association for Health
Promotion Ireland

Background

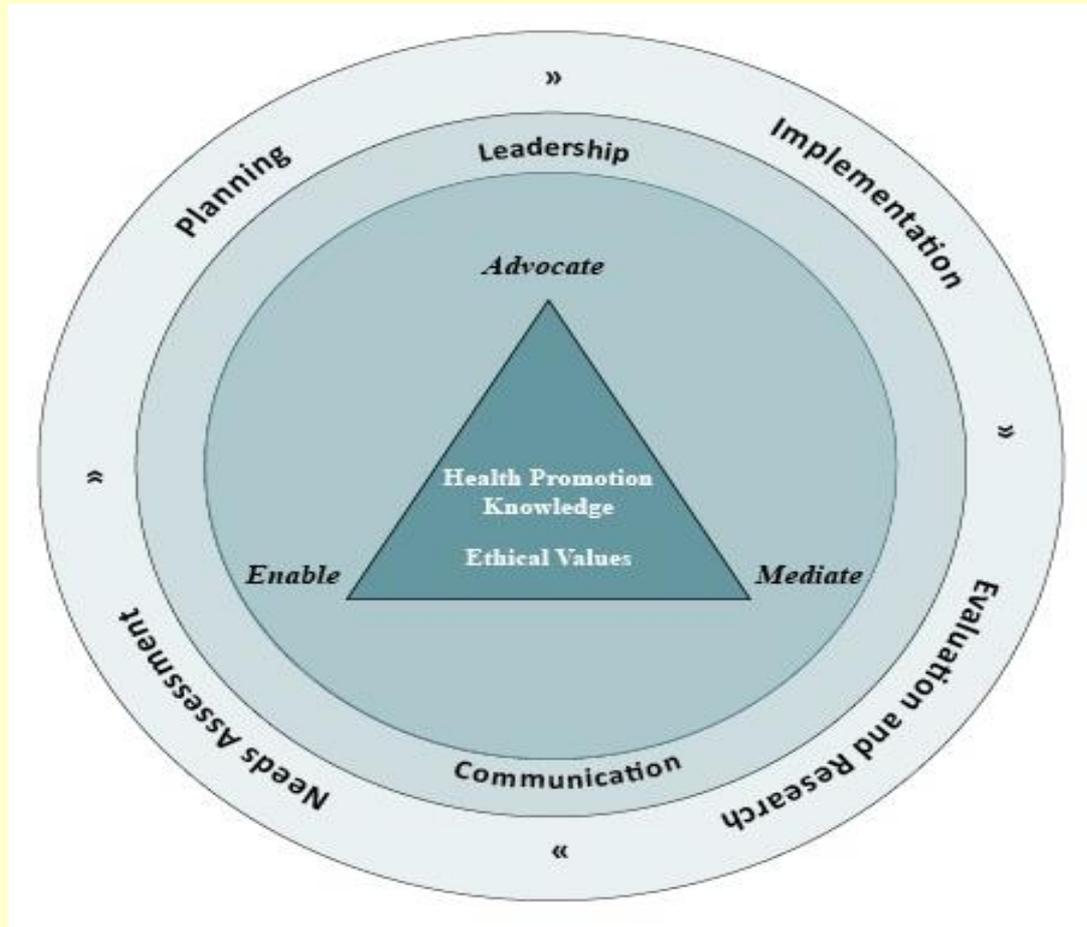
- The goal of the IUHPE Health Promotion Accreditation System is to promote quality assurance, competence and mobility in Health Promotion practice, education and training globally. The System is designed to be flexible and sensitive to different contexts while maintaining robust and validated criteria.
- Voluntary process
- Built on the IUHPE CompHP Project.

Background

- The CompHP Project aimed to develop competency-based standards and an accreditation system for health promotion practice, education and training that positively impact on workforce capacity to deliver public health improvement in Europe.
- Consensus-building approach to establish the means and methods by which quality governance standards in Health Promotion could be implemented across Europe to stimulate innovation and best practice.

Health Promotion practitioners in Ireland had a significant input into the process through NUI Galway and the HSE who were project partners and the AHPI who was a collaborating partner.

CompHP Framework Domains of Practice



Competencies

- Competencies – the essential knowledge, abilities, skills and values necessary for the practice of health promotion.
- Core competencies are the minimum set that constitute a common baseline for all health promotion roles, i.e.,

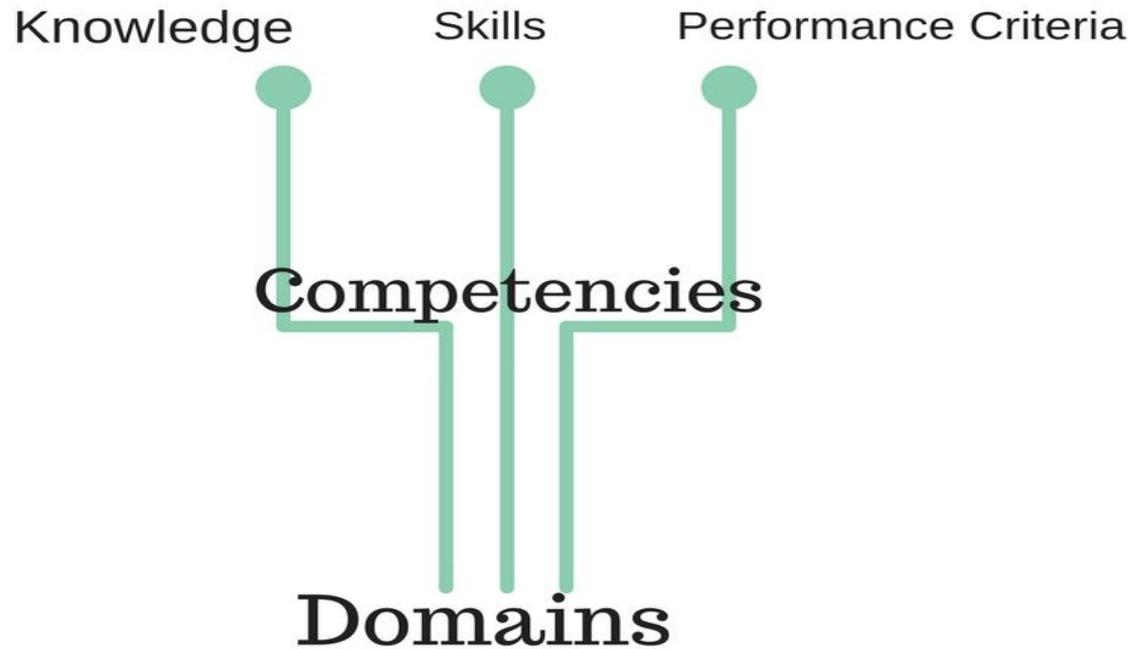
“they are what all health promotion practitioners are expected to be capable of doing to work efficiently, effectively and appropriately in the field”

Standards and Performance Criteria

Standards: knowledge, skills and performance criteria describe the requirements for all of the competency statements in that area.

*They are intended to be sufficiently **flexible** for the widest application and interpretation in different national contexts, and for different types of health promotion practitioners, while establishing a clear threshold for **entry** to the health promotion profession.*

CompHP Framework



Accreditation and Registration

- Accreditation applies to the whole quality system and to the process of recognising education and training courses.
- The terms registration/registered apply to the process by which individual practitioners are recognised as meeting the agreed criteria.
- Registration is the accreditation of an individual practitioner.
- Practitioners registered within the System can use the title '*IUHPE Registered Health Promotion Practitioner*'

Why Register?

- This process is about raising the status of health promotion professionals
- On a personal level the process of completing the application can act as a reinforcement and affirmation for the role and function performed
- The process will be invaluable to anyone who applies through the job evaluation process and also help clarify any CDP needs
- For individuals working within the HSE it has never been more important to be clear and confident about the role of Health Promotion

The Application Form

Read the guidance notes and refer to the information available on the website before you complete and submit your application.

- Referees
- Employment Details
 - *Non accredited Health Promotion course applicant - 2 years experience within the past 5 years*
 - *Non graduate applicant - 3 years Health Promotion experience in the past 5 years*

The Application Form

- Name of employer(s)
- Type of organisation (HSE, NGO etc.)
- Job Title
- Length of current employment
- Summary of Role
- Evidence if available (e.g. URLs and/or titles reports, publications etc.)
- Self Assessment of Knowledge Base
- Self Assessment of Competence (9 Domains)

Knowledge	Tick to confirm that you have the required knowledge	Please indicate where knowledge acquired – you may complete more than one box		
		Education / training please indicate BSc/MSc/other	Work Experience (Give brief details e.g. peer support/onsite education)	Other, please specify
<ul style="list-style-type: none"> The concepts, principles and ethical values of Health Promotion as defined by the Ottawa Charter for Health Promotion (WHO, 1986) and subsequent charters and declarations 	x <input type="checkbox"/>	BSc (Hons) Human Nutrition (University of Ulster 1992-1996)	On site learning National Nutrition Surveillance Centre	Promoting Health and Wellbeing in the Workplace Conference 2017
<ul style="list-style-type: none"> The concepts of health equity, social justice and health as a human right as the basis for Health Promotion action 	x <input type="checkbox"/>	BSc (Hons) Human Nutrition (University of Ulster 1992-1996)	On site learning National Nutrition Surveillance Centre	
<ul style="list-style-type: none"> The determinants of health and their implications for Health Promotion action 	x <input type="checkbox"/>	BSc (Hons) Human Nutrition (University of Ulster 1992-1996)	On site learning National Nutrition Surveillance Centre	
<ul style="list-style-type: none"> The impact of social and cultural diversity on health and health inequities and the implications for Health Promotion action 	x <input type="checkbox"/>	BSc (Hons) Human Nutrition (University of Ulster 1992-1996)	On site learning National Nutrition Surveillance Centre	
<ul style="list-style-type: none"> Health Promotion models and approaches which support empowerment, participation, partnership and equity as the basis for Health Promotion action 	x <input type="checkbox"/>	BSc (Hons) Human Nutrition (University of Ulster 1992-1996)	On site learning National Nutrition Surveillance Centre	Promoting Health and Wellbeing in the Workplace Conference 2017
<ul style="list-style-type: none"> The current theories and evidence which underpin effective leadership, advocacy and partnership building and their implication for Health Promotion action 	x <input type="checkbox"/>		On site learning National Nutrition Surveillance	Self-directed learning

Self Assessment of Competence

- Advocate for Health
- Mediate Through Partnership

IUHPE Core Competencies and Professional Standards

2. Advocate for Health - Advocate with, and on behalf of individuals, communities and organisations to improve health and well-being and build capacity for Health Promotion action. A Health Promotion practitioner is able to:

<i>Core Competency Statement</i>	Knowledge and Skills required include:	Performance Criteria – evidence provided either from documentation, or from assessment during work or study, of the applicant’s ability to:
<p>2.1 Use advocacy strategies and techniques which reflect Health Promotion principles</p> <p>2.2 Engage with and influence key stakeholders to develop and sustain Health Promotion action</p> <p>2.3 Raise awareness of and influence public opinion on health issues</p> <p>2.4 Advocate for the development of policies, guidelines and procedures across all sectors which impact positively on health and reduce health inequities</p> <p>2.5 Facilitate communities and groups to articulate their needs and advocate for the resources and capacities required for Health Promotion action</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Determinants of health • Advocacy strategies and techniques • Methods of stakeholder engagement • Health and wellbeing issues relating to a specified population or group • Theory and practice of community development including: empowerment, participation and capacity building <p>Skills</p> <p>Use of advocacy techniques</p> <ul style="list-style-type: none"> • Working with a range of stakeholders • Facilitation • Community development including empowerment, participation, capacity building and equality impact assessment <p>Ability to work with: Individuals and community groups defined by gender, social and economic status, geography, culture, age, setting, or interest; Individuals and teams in own/other organisations/sectors</p>	<p>2a. Show how advocacy strategies can be used in a specified area for Health Promotion action, and demonstrate how they reflect Health Promotion principles.</p> <p>2b. Identify the range of relevant stakeholders/partners in a specified area, and show how their support can be engaged to develop and sustain Health Promotion action.</p> <p>2c. Select and use appropriate communication methods for a specified target group in order to raise awareness, influence opinion and enable action on health and wellbeing issues.</p> <p>2d. Select and use appropriate community development approaches to facilitate a specified community or group to articulate their health and wellbeing needs.</p>

2. Advocate for Health – please give an example of your work experience that demonstrates that you meet the above Performance Criteria. If you refer to more than one example of work experience please list as Example A, B, C, etc.

Type of work/activity

A: Lecturer Health Science and Nutrition Degree

B: Vice Chair Executive Committee, Association for Health Promotion Ireland

When completed

A: 2012 – Present

B: 2015 – Present

Where completed

A: Athlone Institute of Technology

B: AHPI, Ireland

Brief description of the action and your role with reference to the Performance Criteria above (max 200 words)

A: Lecturer on several Health Promotion modules including Introduction to Health Promotion; Health Promotion, Health Policy, Public Health and Community Nutrition, Epidemiology in Public Health and Nutrition). The learning outcomes from these modules include an understanding of the determinants of health, advocacy strategies and techniques, methods of stakeholder engagement, health and wellbeing issues relating to a specified population or group, theory and practice of community development including: empowerment, participation and capacity building. Students are required to design health promotion interventions demonstrating a clear understanding of this knowledge including advocacy. My role is to teach, guide, facilitate and assess students throughout these modules ensuring they have the necessary knowledge, skills and understanding of these principles.

B: As a member of the Association for Health Promotion Ireland and Vice-chair of the Executive committee we have been actively involved in advocacy activity. Some examples of our advocacy activity in 2016/2017 include submitting papers to the Department of Finance and Department of Health outlining the evidence for the levy on sugar-sweetened drinks, and for an increase in the duty on roll-your-own tobacco (which was been taxed at a much lower level than manufactured cigarettes). Both of these issues were addressed and included in Budget 2018. The Professionalisation of Health Promotion is an issue we plan to concentrate on in late 2017 and into 2018. In addition, we have been very active on our social media sites supporting the call for the full implementation of the Public Health (Alcohol) Bill.

IUHPE Core Competencies and Professional Standards

3. Mediate through partnership - Work collaboratively across disciplines, sectors and partners to enhance the impact and sustainability of Health

Promotion action. A Health Promotion practitioner is able to:

Core Competency Statement	Knowledge and Skills required include:	Performance Criteria – evidence provided either from documentation, or from assessment during work or study, of the applicant’s ability to:
<p>3.1 Engage partners from different sectors to actively contribute to Health Promotion action</p> <p>3.2 Facilitate effective partnership working which reflects Health Promotion values and principles</p> <p>3.3 Build successful partnership through collaborative working, mediating between different sectoral interests</p> <p>3.4 Facilitate the development and sustainability of coalitions and networks for Health Promotion action</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Theory and practice of collaborative working including: facilitation, negotiation, conflict resolution, mediation, teamwork, stakeholder engagement • Systems, structures and functions of different sectors • Principles of effective intersectoral partnership working <p>Skills</p> <ul style="list-style-type: none"> • Stakeholder engagement • Collaborative working • Facilitation • Ability to work with: stakeholders from community groups and organisations; and partnerships, coalitions or networks for health improvement; public and private sector and civil society • Networking 	<p>3a. Demonstrate the skills or actions necessary to develop, facilitate and sustain effective partnership working by describing own role in a specified partnership, coalition or network.</p> <p>3b. Identify the range of relevant stakeholders/partners in a specified area, and show how they are engaged actively in Health Promotion action.</p> <p>3c. Show how different sectoral interests in a specified partnership, coalition or network are identified and acted upon, and demonstrate own role in mediating between sectors.</p>

3. Mediate through partnership – please give an example of your work experience that demonstrates that you meet the above Performance Criteria. If you refer to more than one example of work experience please list as Example A, B, C, etc.

Type of work/activity Interagency partnership to provide co-ordinated support to post primary schools to implement guidelines on mental health promotion
When completed Ongoing
Where completed
Brief description of the action and your role with reference to the performance criteria above (max 200 words) My role has involved convening and chairing of a partnership group comprising representative partners from statutory organisations to co-ordinate, support and develop mental health promotion support to post primary schools. Partners organisations include the Health Service, National Educational Psychological Service, School Principals, Guidance Counsellors, Jigsaw, Tusla (Social Work agency) and the Education and Training Board. My role has involved the mediation of relationships to foster the development of a multi agency collaborative approach to the provision of mental health promotion support to schools among agencies which were used to working independently which was resulting in duplication of provision leading to confusion for schools. Facilitating opportunities for mutual understanding of each agency's roles and priorities has been crucial in building trust and an appreciation of each agency's particular interests which has led to partners being willing to compromise and adopt a more co-ordinated approach to supporting schools. This has involved the use of negotiation skills grounded in a genuine understanding of the value of each partner around the table. From early on in the partnership I suggested that the group would organise an annual seminar for School Principals which provided an opportunity for joint working, teamwork and relationship building.

Other comments

Reflective Practice

We do not learn from
experience... we learn
from reflecting on
experience.

- John Dewey

Reflective Practice

- Turning a subject over in the mind and giving it serious consideration, reflective though is coherent, orderly and logical thinking something out
 - (Brown and Libberton, 2007)
- *Makes you think about your job*
- *Reflect on your competencies - giving a flavour of what you do*

Key points

- Each applicant will have a different range of skills and experiences
- Applicant's actual experience within accepted time-frames (previous & current)
- Acknowledge that examples could cross over the competencies. Ideal for applicant to give many examples.
- Objectively assess the concise answers given (no embellishment needed)
- Review the 'other comments section' – this can include additional information or qualify on a point raised

Key points

- Consider the 'word count' – quality over quantity
- Talk to your line manager about competencies you want to develop. Consider submitting your application form in three months-time if necessary
- Take your time to reflect when you are completing the form. It will take time.
- 'Prompts' are in the application form and use this language
- Have conversations with colleagues

Summing Up

- Need to demonstrate the broad performance criteria and not necessarily all and each one.
- **Use the language of the performance criteria, knowledge, skills and competencies**
- Use the language of health promotion
- Give one or two examples.

Thank you



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