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CASE 14: Hiring a Competent Health Promoter: Can Competency Statements Help?

Natalie Dupuis-Blanchfield
Western University

Shannon L. Sibbald
Western University

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CASE 14

Hiring a Competent Health Promoter: Can Competency Statements Help?

Natalie Dupuis-Blanchfield, MPH
(Community Health Promoter, North Bay Parry Sound District Health Unit)
Shannon L. Sibbald, PhD (Associate Professor, Western University)

It is a Friday morning and Saraz Frasier is sitting at her desk after a long week. Saraz balances many demanding responsibilities, including updating her team's budget, reviewing project proposals, attending meetings, and leading her team's operational planning and logic model development. Recently, Saraz has been tasked with hiring a new health promoter for her Healthy Communities team. This new hire will help lead Saraz's team in health promotion and help plan special health programs.

Saraz has been the manager of Special Programs and Healthy Communities for more than five years. She has helped transform the Healthy Communities team into an innovative, progressive, and health equity-driven group. She has also been praised for her excellent leadership and team-building abilities, her great communication skills, her comprehensive public health thinking skills, and her ability to adapt to changes quickly. In other words, Saraz is a true trailblazer for her health unit. She is determined to find a candidate who will understand and contribute to her team's current dynamics, work ethic, and equity-related priorities, and to the organization's vision and desired culture change.

The top three candidates were already interviewed this past week. Saraz now needs to decide who the best person is for this position. There are many factors to consider when hiring a new employee, such as their ability to fit within the existing team dynamics, their comprehension of the role, their level of expertise pertaining to the position, and their professional and personal alignment with the organization's mission, vision, and values. It is a difficult task to distinguish between three excellent and qualified candidates and to pick the most appropriate person for the job. Saraz needs to find a reliable way to evaluate and compare her three candidates' competencies, and fast!

As Saraz sits back in her chair, the *Ontario Health Promotion Friday Email Bulletin*, a health promotion newsletter produced by Health Nexus, arrives in her inbox. She slowly scrolls through the email, when a webinar on the *Pan-Canadian Health Promoter Competencies* catches her attention. "That's it," she thinks, "I will compare the candidates using this framework." Saraz grabs her notes from the interviews and opens the webinar on her computer. The end of the day—and the week—is hours away. It is decision time!

THE PAN-CANADIAN HEALTH PROMOTER COMPETENCIES: THE WHAT, WHY, WHO, AND HOW

The *Pan-Canadian Health Promoter Competencies* (Exhibit 1) comprise a compilation of skills, knowledge, and abilities that health promoters should possess to fulfill their mandate efficiently and adequately (Health Promotion Canada, 2015). Essentially, these Competencies act as a

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framework upon which health promoters, and others who work within health promotion, can base their work in targeting health, health equity, and the social determinants of health (Health Promotion Canada, 2015). Health Promotion Canada (2015) created these competencies to address the growing need for public health professionals to possess:

The knowledge, abilities, skills, and values necessary to address the increasing complexity of health issues and burden of chronic diseases, the concern for health inequities, and the recognition of the importance of healthy public policies and creating supportive environments for health. (p.3)

These Competencies were developed, in particular, for health promoters, health promotion managers, and educational institutions who instruct and train health promoters (Health Promotion Canada, 2015). The framework was also developed to address challenges related to role and position misinterpretations and differences in health promoter job descriptions across organizations, and to ensure that health promotion training and education align with the needs of the workforce (Health Promotion Canada, 2015). The Competencies are meant to be both a foundation for excellence in health promotion and a framework of professional development for health promoters. Health promoters do not need to have all of the competencies when they begin their careers; some skills are further developed through experience, and some change over time and in different contexts.

The Competencies are intended to (Health Promotion Canada, 2015):

- increase understanding of the range of knowledge, skills, attitudes, and values for health promotion practice that are needed to plan, implement, and evaluate health promotion action
- inform competency-based job descriptions and performance appraisal processes for health promoters
- inform health promotion training programs and continuing education
- inform career planning and decision-making for health promoters regarding their professional development and training needs
- contribute to greater recognition and validation of the value of health promotion and the work done by health promotion practitioners

Specific values and principles were selected as underlying and guiding forces in the development of the *Pan-Canadian Health Promoter Competencies*. These include (Health Promotion Canada, 2015):

- a social–ecological model of health that considers the cultural, economic, and social determinants of health
- a commitment to equity, civil society, and social justice
- a respect for cultural diversity and sensitivity
- a dedication to sustainable development
- a participatory approach to engaging the population in identifying needs, setting priorities, and planning, implementing, and evaluating the practical and feasible health promotion solutions to address needs (Public Health Agency of Canada, 2010)

These principles and values not only underline the Competencies, but they should also be consistent in the health promoter's work in the community.

It is essential that the framework translates to real and concrete action and does not simply remain as an abstract concept for the health promoter. The Health Promoter Competencies

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represent actual abilities required to make positive change within a community and aim to have the greatest impact on health and well-being.

As the manager of Special Programs and Healthy Communities, Saraz can strategically use these competency statements to create a profile of the perfect candidate for the position, based on the skills, abilities, and knowledge that is required. Saraz can subsequently evaluate and rate the candidates and compare them with her ideal candidate profile to determine which candidate best meets the criteria.

HEALTH PROMOTION AND THE HEALTH PROMOTER

According to the World Health Organization (WHO, 2021), health promotion consists of providing individuals with the skills and knowledge to simultaneously have control over, and improve, their health. Health promotion uses a community-based approach, taking into consideration all the social, economic, and environmental factors that may facilitate, or inhibit, health. It does not focus its work on changing individual behaviour, but instead develops, implements, and evaluates society-wide interventions that target many factors (WHO, 2021).

Health encompasses both experiential and functional physical, mental, social, and emotional well-being (McCartney et al., 2019). In order to achieve optimal health, individuals need to accomplish goals and ambitions, satisfy basic needs, and adapt to their environment (WHO, 1986). According to the *Ottawa Charter for Health Promotion*, basic needs for health include peace, shelter, education, access to safe food, income, a stable ecosystem, sustainable resources, health equity, and social justice (WHO, 1986). Optimal health can only be achieved once these needs are satisfied. Health encompasses, and is influenced by, political, social, economic, cultural, environmental, behavioural, biological, personal, and physical factors (WHO, 1986). Therefore, health promotion not only targets lifestyles and behaviours, but it promotes holistic well-being (WHO, 1986).

Facilitating and advocating for health equity are significant components of health promotion. According to the Public Health Agency of Canada (2014), health equity refers to the “absence of health inequalities, which are avoidable or remediable differences in health among populations or groups defined socially, economically, demographically, or geographically” (p. 3). Health equity work therefore aims to reduce these socially constructed health disparities among population groups to ensure equal opportunity for achieving optimal health and well-being within society.

By using a health equity approach, health services are modified and reoriented to target needs more appropriately and to lessen the possible negative impacts of the social determinants of health. Health promotion actions include building healthy public policy, creating supportive environments, strengthening community action, enabling people to develop personal skills, and reorienting health services (WHO, 1986). Together, these actions promote health in an all-encompassing manner.

Ultimately, a health promoter’s main role is to practice the art of health promotion (Health Promotion Canada, 2015). The *Pan-Canadian Health Promoter Competencies* align with the work of practitioners whose main capacities are in accordance with the strategies and actions of the *Ottawa Charter for Health Promotion* (Exhibit 2), regardless of the type of organization (i.e., public health units, governmental and nongovernmental organizations, or health- and non-health-related bodies) (Health Promotion Canada, 2015).

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Health promoters are expected to use various strategies, techniques, models, and approaches to improve health within a community, including the use of (Health Promotion Canada, 2015):

- extensive knowledge and understanding of health, its components, and all of its determinants
- analyses of the complexities involved in being healthy and the associated behaviours
- strategic, high-level thinking, and leadership qualities
- evidence-based decision-making, theory and ethical principles
- work conducted in ways that encourages community engagement and participation

Essentially, the health promoter's principal function, through skill and capacity building, is to enable others to conduct the art of health promotion for themselves and to address their own needs (Health Promotion Canada, 2015). In other words, health promoters empower individuals, through community programming and outreach, to practice their own health promotion in order to lead healthier lives.

Competencies that contain health promotion aspects are also incorporated within the *Core Competencies for Public Health in Canada* (Public Health Agency of Canada, 2008). However, those working within health promotion can refer to the *Pan-Canadian Health Promoter Competencies*, as they build on the *Core Competencies for Public Health in Canada* and consist of more in-depth expectations for professionals in terms of knowledge, proficiency, skills, and abilities (Health Promotion Canada, 2015). Adding to the complexities of health and well-being are the differing position titles and practice contexts that exist within the health promotion field (Health Promotion Canada, 2015).

As a result of the complexities involved in health promotion, it is imperative to hire a candidate who has clearly demonstrated the skills, knowledge, and abilities to conduct this work in a competent manner. Ultimately, the health promoter must target the social determinants of health with the goal of reducing health disparities among population groups and creating opportunities and environments that ensure holistic health and well-being is achieved within all communities. Because this is an important component of Saraz's Healthy Communities team's activities, the chosen candidate must reflect and represent these values and prioritize health equity within their work.

THE HEALTHY COMMUNITIES TEAM

The Healthy Communities team is an interdisciplinary health profession group comprised of Saraz (manager), a program administrative assistant, two dietitians, and seven health promoters. The health promoters are each responsible for disseminating the most current information pertaining to one specific topic to the team, in order to create well-rounded health promoters. Topics include, but are not limited to, physical activity, healthy eating, injury prevention, mental health, youth engagement, and substance abuse prevention.

The team is responsible for promoting health, planning, conducting, and implementing health initiatives and programs, working with community partners, developing policy, and reducing disparities within the community in accordance with the requirements of the *Ontario Public Health Standards* (Ministry of Health and Long-Term Care, 2018).

This team is also responsible for organizing special programs that may arise within a given year. Special program topics have included the opioid crisis, Indigenous health, LGBTQ2S+ positive spaces, mental health initiatives, and physical literacy. Essentially, the Healthy Communities team leads the planning and implementation of any initiatives when special health promotion

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programming is needed for any significant and ongoing health crisis occurring within the community.

Saraz has completely revamped the Healthy Communities team. Under her leadership, the group has created a logic model, a work plan, and vision, values, and mission statements to aid in guiding and prioritizing their work within the community. The team's priorities include addressing inequities among population groups, adequately targeting the social determinants of health, modifying and reorienting existing programs to meet community needs, developing culturally competent mass media messages, creating meaningful and best-practice initiatives for people who are the most vulnerable, and using innovative and creative methods to engage community members.

The Healthy Communities team is an exemplar group at Saraz's health unit. Accordingly, the candidate who best reflects the *Pan-Canadian Health Promoter Competencies* and Saraz's ideal candidate profile must be chosen, as these competencies are required to undertake the type of work conducted by the Healthy Communities team.

THE CANDIDATES

Candidate 1

Candidate 1 is a registered nurse who holds a Bachelor of Science in Nursing degree. The candidate has five years of experience working as a community health promoter at a rural public health unit, sitting on an interdisciplinary health profession healthy living team. Candidate 1 has extensive knowledge about the population health promotion approach and has applied this technique to analyze health issues within the community. This applicant works extensively on health initiatives that pertain to injury prevention and physical activity and uses a social determinants of health lens when planning, creating, and modifying programs. Candidate 1 aims to decrease health disparities among vulnerable populations with the intention of increasing health equity throughout the community. This candidate has experience in managing and coordinating health-related projects within the community and has often found connections between these projects in order to promote health in a comprehensive and holistic fashion. The candidate has worked with multiple community agencies and stakeholders in planning and implementing physical activity initiatives within the community. Candidate 1 is also able to critically assess applied health research and develop detailed program proposals and reports to inform and contribute to their work. They are familiar with the *Ontario Public Health Standards* (Ministry of Health and Long-Term Care, 2018) and the *Patients First: Action Plan for Health Care* resource (Ministry of Health and Long-Term Care, 2015). This candidate has program planning and evaluation experience gained from serving as a planning lead for community physical activity and injury prevention programs such as bike rodeos, bike lane projects, and drinking and driving campaigns. This applicant has evaluated the successes and failures of these initiatives by consulting community members and community agencies impacted by the work. The candidate has excellent verbal and written communication skills and strong computer and technology skills, and works well both independently and within a team environment.

Candidate 2

Candidate 2 has completed an Honours Bachelor of Science degree and has recently obtained a Master of Public Health degree. As a new graduate, the applicant does not have work experience in the public health field apart from practicum experience, a significant amount of volunteer work, and experience as a public health graduate student. The candidate had the opportunity to work on an interdisciplinary and heterogeneous learning team throughout graduate school, which enabled them to build teamwork skills, learn how to appreciate different opinions and perspectives, and learn how to create meaningful projects based on each team member's unique experiences. Candidate 2 has a deep understanding of, and passion for, the

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social determinants of health and health equity, displays great leadership skills and communication skills, and advocates strongly for vulnerable groups within the community. The candidate has applied health promotion methods in their graduate work with a community organization, developing a culturally competent marketing campaign aimed towards at-risk youth. Through this work, candidate 2 applied various behaviour change theories in the marketing campaign planning. In addition, the candidate was responsible for coordinating the community project and communicating with the designated stakeholder by providing weekly updates on the project's progress and soliciting project feedback. This candidate managed and coordinated many health projects throughout graduate school and is great at prioritizing projects based on importance, workload, and deadlines. Throughout their practicum, the applicant also demonstrated the ability to foster community partnerships with diverse stakeholders. Candidate 2 can critically appraise health research, draw inferences, question methods, and apply the research results accordingly. The candidate is familiar with the *Ontario Public Health Standards* (Ministry of Health and Long-Term Care, 2018), is able to assess the implications involved in the modernization of these standards, and can discuss the impact this will have on public health services within the community. Candidate 2 is bilingual, has excellent verbal and written communication skills, is extremely fluent in computer technology (especially social media), and thrives in both independent and teamwork environments. This candidate also has connections with fellow Master of Public Health graduates working in other public health units across Ontario.

Candidate 3

Candidate 3 has a Bachelor of Physical and Health Education degree and a Master of Education degree. The candidate has four years of experience working as a health promotion specialist on a healthy schools team within a public health unit. This candidate works extensively on tobacco-use prevention school and youth programs and has developed skills in analyzing health policies and guidelines. The applicant has experience in developing youth-friendly and youth-relevant media advocacy campaigns about tobacco prevention and is skilled at communicating accurate health information on social media aimed at impressionable audiences. Candidate 3 is familiar with school curriculums, the *Ontario Public Health Standards* (Ministry of Health and Long-Term Care, 2018), and the Ministry's *Foundations for a Healthy School* resource (Ministry of Education, 2014). In their work on a healthy schools team, candidate 3 has demonstrated the ability to plan, coordinate, and evaluate health initiatives and programs within schools, and has developed meaningful relationships with these schools and their boards. The applicant has displayed a capacity to modify and orient initiatives based on the target population's needs and desires, and to consider the health research and the social determinants of health that are most relevant and prevalent among school-aged children and youth. Candidate 3 has also worked with community agencies to develop action plans aimed at promoting healthy student behaviours and reducing and preventing tobacco use among youth. This candidate has placed great emphasis on diversity within their work, ensuring all voices are promoted and heard in health projects and campaigns. Candidate 3 has shown great verbal and written communication abilities during their creation and delivery of numerous presentations on several topics to diverse audiences. This applicant is proficient in using social media platforms and computer technology, and is great at working individually and in teams.

CHOOSING THE RIGHT CANDIDATE USING THE COMPETENCIES

It is undeniable from a managerial perspective that all three of Saraz's candidates are competent, skilled, and knowledgeable. Saraz is looking for an employee who possesses the skills and abilities that will best suit the position's needs, has a natural passion and spirit for creativity, and can integrate themselves quickly into the existing team dynamics. Saraz wants to hire someone who possesses the appropriate education and experience, and who is a team player, leader, and innovator. Her ideal candidate understands and values the complexities

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involved in public health and values and continuously strives for health equity. Saraz needs a candidate who is flexible and adaptable, and always contributes greatly to their team and their work. Speaking and understanding more than one language is also a great asset for the Healthy Communities team. Now, Saraz has to take one last look at her candidates and determine who is most likely to best fulfill her expectations for a competent health promoter.

Of the three candidates, which one is the best choice? Which one most appropriately reflects the Health Promoter Competencies? Which person is most similar to Saraz's ideal candidate profile? Which candidate will contribute most significantly to the Healthy Communities team?

CONCLUSION

The *Pan-Canadian Health Promoter Competencies* may be clear and straightforward, but this decision is not. Saraz has read her documents pertaining to the Competencies and has compared her three candidates based on this framework.

The end of the day is fast approaching. Which candidate will Saraz hire?

EXHIBIT 1

The Pan-Canadian Health Promoter Competencies

1. Health Promotion Knowledge and Skills

Draw upon a multidisciplinary base of core concepts, principles, theory, and research to understand health issues and inform health promotion action.

A health promoter is able to:

- 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:
 - Identify options for health promotion action.
 - Plan, implement, and evaluate health promotion action.

2. Situational Assessments

Partner with communities to conduct a situational assessment for a health issue to assess needs, strengths, and opportunities in the context of health determinants and health equity. A situational assessment integrates consideration of the health needs of the population; the social, economic, political, cultural, and environmental contexts; stakeholder perspectives; and, existing evidence and experience, in order to inform options for health promotion action.

A health promoter is able to:

- 2.1. Retrieve and synthesize population health status information to describe the importance and underlying causes of a health issue.
- 2.2. Access and critically appraise evidence (i.e., published and grey literature, systematic reviews, and promising practises) for potential health promotion action.
- 2.3. Conduct an environmental scan to identify community perspectives, assets, resources, challenges, and gaps.
- 2.4. Interpret population health status information, evidence, and environmental scan findings to identify options for health promotion action.

3. Plan and Evaluate Health Promotion Action

Working with stakeholders, develop a plan to achieve measurable health promotion goals and objectives based on a situational assessment's findings. Modify the plan as needed based on monitoring of its implementation and evaluation of its impact.

A health promoter is able to:

- 3.1. Develop a plan to implement health promotion action including goals, objectives, and implementation and evaluation steps.
- 3.2. Identify and oversee resources (e.g., skills, personnel, partner contributions, budget) to develop, implement, and evaluate sustainable health promotion action.
- 3.3. Monitor and evaluate the implementation of health promotion action.

4. Policy Development and Advocacy

Reflecting community needs, contribute to the development of, and advocacy for, policies to improve health and reduce inequities.

A health promoter is able to:

- 4.1. Describe the potential implications of policy options (i.e., health, economic, administrative, legal, social, environmental, political, and other factors, as applicable).
- 4.2. Provide strategic policy advice on health promotion issues.

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- 4.3. Write clear and concise briefs for health promotion issues.
- 4.4. Apply understanding of the policy making process to assist, enable, and facilitate the community to contribute to policy development.

5. Community Mobilization and Building Community Capacity

Facilitate community mobilization and build community capacity around shared health priorities.

A health promoter is able to:

- 5.1. Develop relationships and engage in a dialogue with communities based on trust and mutual respect.
- 5.2. Identify and strengthen local community capacities to take action on health issues.
- 5.3. Advocate for and with communities to improve their health and well-being

6. Partnership and Collaboration

Work collaboratively with partners and across sectors to enhance the impact and sustainability of health promotion action.

A health promoter is able to:

- 6.1. Establish and maintain linkages with community leaders and other key health promotion stakeholders (e.g., schools, businesses, local governments, faith groups, nongovernmental organizations, etc.).
- 6.2. Utilize leadership, team building, negotiation, and conflict resolution skills to build community partnerships.
- 6.3. Build and support coalitions to stimulate intersectoral collaboration on health issues.

7. Communication

Communicate health promotion information effectively with diverse audiences using appropriate approaches and technologies.

A health promoter is able to:

- 7.1. Provide information tailored to specific audiences (e.g., professional, community groups, general population) on population health status and health promotion action.
- 7.2. Apply communication methods and techniques to the development, implementation, and evaluation of health promotion action.
- 7.3. Use the media, information technologies, and community networks to receive and communicate information.
- 7.4. Communicate with diverse populations in a culturally appropriate manner.

8. Diversity and Inclusiveness

Interact effectively with diverse individuals, groups, and communities to promote health and reduce health inequities.

A health promoter is able to:

- 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.
- 8.2. Address population diversity when planning, implementing, adapting, and evaluating health promotion action.
- 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.

9. Leadership and Building Organizational Capacity

Provide leadership within an employing organization to build health promotion capacity and performance, including team and individual level learning.

A health promoter is able to:

- 9.1. Describe the context of health promotion structures and roles at different jurisdictional levels.
- 9.2. Describe how the work of health promotion supports the organization's vision, mission, and priorities.
- 9.3. Contribute to developing key values and a shared vision in planning and implementing health promotion action in the community.
- 9.4. Demonstrate an ability to set and follow priorities, and to maximize outcomes based on available resources.
- 9.5. Contribute to maintaining organizational performance standards.
- 9.6. Manage self, others, information, and resources in an ethical manner.
- 9.7. Contribute to team and organizational learning in order to advance health promotion goals (e.g., mentor students and other staff, and participate in research and quality assurance initiatives).
- 9.8. Pursue lifelong learning in the field of health promotion (e.g., professional development and practice development).

Source: Health Promotion Canada, 2015.

EXHIBIT 2

Ottawa Charter for Health Promotion Strategies and Actions

Ottawa Charter for Health Promotion

Strategies:

- Advocate for conditions favourable to health
- Enable people to achieve their full health potential
- Mediate between differing interests in society for the pursuit of health

Actions:

- Build healthy public policy
- Create supportive environments
- Strengthen community action
- Develop personal skills
- Reorient health services

Source: Adapted from Ottawa Charter for Health Promotion, 1986.

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INSTRUCTOR GUIDANCE

Hiring a Competent Health Promoter: Can Competency Statements Help?

*Natalie Dupuis-Blanchfield, MPH
(Community Health Promoter, North Bay Parry Sound District Health Unit)
Shannon L. Sibbald, PhD (Associate Professor, Western University)*

BACKGROUND

Saraz Frasier has been the manager of Special Programs and Healthy Communities at her health unit for the past five years. She is a true trailblazer within her organization. Saraz has helped transform her team into an innovative, progressive, and health equity-driven team. This team is responsible for promoting health, planning, conducting, and implementing health initiatives and health programs, working with community partners, developing policy, and reducing disparities within the community.

Saraz has recently been tasked with hiring a new health promoter for her Healthy Communities team. This new hire will help lead Saraz's team in health promotion and help plan special health programs. She is determined to find a candidate who will understand and contribute to her team's current dynamic, work ethic, and equity-related priorities, and to the organization's vision and desired culture change.

The top three candidates were already interviewed this past week. Saraz now needs to decide who the best person is for this position. As she is thinking about finding a reliable way to evaluate and compare the three excellent candidates, Saraz opens her email only to find a webinar on the *Pan-Canadian Health Promoter Competencies*. It's a sign! She will use the Competencies to evaluate and compare her three candidates in order to hire the best person for the job.

The *Pan-Canadian Health Promoter Competencies* outline the skills, knowledge, and abilities that health promoters should possess to fulfill their mandate efficiently and adequately (Health Promotion Canada, 2015). These Competencies serve as a framework upon which health promoters, and others who work within health promotion, can base their work and practice their skills in targeting health, health equity, and the social determinants of health (Health Promotion Canada, 2015). Saraz can strategically use these competency statements to create a profile of the perfect candidate for the position, based on the skills, abilities, and knowledge that she requires, and then compare the three qualified candidates to this profile. The candidate who best reflects the Health Promoter Competencies and Saraz's ideal candidate profile must be chosen soon, as these skills are required to undertake the type of work conducted by the exemplar Healthy Communities team at Saraz's health unit.

All three of Saraz's candidates are competent, skilled, and knowledgeable. Saraz is looking for an innovative leader who possesses the required education and experience, and understands and values the complexities involved in public health. Saraz has to take one last look at her

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candidates, using the ideal candidate profile she has developed based on the Competencies, to determine who is most likely to best fulfill her expectations of a competent health promoter.

OBJECTIVES

1. Learn about the *Pan-Canadian Health Promoter Competencies* and their role in creating qualified, skilled, and knowledgeable health promoters.
2. Understand and appreciate the complexities involved in hiring the perfect candidate for a health promoter job and how the Competencies can help.
3. Learn about health promotion and its importance within communities. Consequently, understand the importance of hiring candidates who possess the correct competencies to adequately perform the job of health promotion.

DISCUSSION QUESTIONS

1. Why are the *Pan-Canadian Health Promoter Competencies* important in the field of health promotion?
2. Explain why these Competencies are a great tool to use when hiring a health promoter.
3. Why is health promotion important? Why is it important to have qualified health promoters whose qualifications align with the Competencies?
4. What type of qualifications and experience would you look for in hiring a health promoter? Which competencies are most important? Would you use the *Pan-Canadian Health Promoter Competencies* as a tool to help you make your decision?

KEYWORDS

Health promotion; health promoter; hiring; management; Pan-Canadian Health Promoter Competencies; qualifications, careers