



# HPRC

Health Promotion Research Centre

## **12<sup>th</sup> Annual Health Promotion Conference**

### **Capacity Building for the Future: Health Promotion Competencies & Professional Standards**

**NUI, Galway  
June 19th & 20th 2008**



Ollscoil na hÉireann, Gaillimh  
National University of Ireland, Galway



Department of  
Health & Children  
AN ROINN SLÁINTE AGUS LEANAÍ



Feidhmeannacht na Seirbhíse Sláinte  
Health Service Executive

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Ms. Catherine Murphy	HSE Health Promotion, Population Health
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Dr. Vivienne Batt	Health Promotion Research Centre, NUI, Galway
Ms. Tricia Hartley	Health Promotion Research Centre, NUI, Galway

## **Introduction**

Dear Colleague,

We are pleased to welcome you to our 12<sup>th</sup> annual Conference. The theme this year is “Capacity Building for the Future: Health Promotion Competencies & Professional Standards”. This summer's Conference follows an international consensus meeting exploring greater collaboration on the development of core competencies in health promotion and the strengthening of common approaches to accreditation and continuing professional development. This conference is an opportunity to input into this international development and to consider how best to progress these issues in Ireland. The conference aim is to encourage dialogue and understanding concerning the identification of core competencies, developing standards and accreditation systems and building capacity in health promotion for the future. Keynote presentations from international and national speakers, together with opportunities to participate in small and large group discussion will be provided over this day and half long event.

The conference will feature the following speakers:

- Professor David McQueen, Associate Director for Global Health Promotion, Centers for Disease Control, Atlanta and President of the International Union for Health Promotion and Education (IUHPE)
- Professor Maurice Mittelmark, University of Bergen and IUHPE Vice-President for Communications
- Ms. Elaine Auld, Executive Director, Society for Public Health Education (SOPHE), USA
- Professor John Allegrante, Columbia University (Past President, SOPHE), USA
- Professor Alyson Taub, Professor of Health Education, New York University, USA
- Professor Margaret Barry, NUI, Galway and IUHPE Vice-President for Capacity Building, Education & Training
- Ms. Charlotte McCoubrey, Therapy Advisory Unit, Department of Health & Children
- Ms. Ann O’Riordan, Irish Health Promoting Hospitals Network
- Mr. Brian Neeson, Health Promotion, Population Health, HSE

We gratefully acknowledge the support of the National Population Health Directorate of the Health Services Executive, the Health Promotion Policy Unit of the Department of Health and Children and the National University of Ireland, Galway.

## Conference Programme

Thursday 19<sup>th</sup> June 2008

10.00am      **Registration & coffee**      Venue: Foyer, 1<sup>st</sup> Floor, IT Building

11.00am      **Welcome and Opening Address:**      Venue: IT125, 1<sup>st</sup> Floor, IT Building

- Minister Mary Wallace, Minister for Health Promotion and Food Safety, Department of Health & Children
- Professor Margaret Barry, Department of Health Promotion, NUIG, IUHPE Vice-President for Capacity Building, Education and Training

11.30am      **Plenary: International Perspectives on Capacity Building for the Future**

- Professor David McQueen, Associate Director for Global Health Promotion, Centers for Disease Control (CDC), Atlanta, President IUHPE  
*Capacity Building in Health Promotion: A Sense of Urgency and Global Perspectives*
- Professor Maurice Mittelmark, University of Bergen, IUHPE Vice President Communications  
*Essential infrastructure for health promotion: What do we have and what do we lack?*

Chair: Mr. Paul Barron, Assistant Secretary, Primary Care, Department of Health & Children

12.45pm      Lunch      Venue: Orbsen Building Foyer

2.00pm      **Plenary: International Perspectives on Competencies and Professional Standards in Health Promotion and Health Education**

- Ms. Elaine Auld, Executive Director, Society for Public Health Education (SOPHE), USA  
*Competencies and Professional Standards in Health Promotion and Health Education in the U.S.: Reflections on 60 Years and Beyond*
- Professor John Allegrante, Columbia University, USA  
*History, Rationale, and Vision for a Unified Public Health Education Accreditation System in the United States*
- Professor Alyson Taub, Professor of Health Education, New York University, USA  
*Identifying Competencies for Professional Practice: The USA Experience*
- Professor Margaret Barry, Department of Health Promotion, NUIG, IUHPE Vice-President for Capacity Building, Education and Training  
*International Collaboration in Developing Core Competencies and Professional Standards in Health Promotion*

Chair: Ms. Elaine Auld, Executive Director, SOPHE, USA

3.15pm **Roundtable Discussions** (coffee to go)

Employers: Chair (Brian Neeson) Venue: IT207, 2<sup>nd</sup> Floor IT Building

Practitioners: Chair (Siobhan McGrory) Venue: IT203, 2<sup>nd</sup> Floor IT Building

Chair (Kate Walshe) Venue: IT205, 2<sup>nd</sup> Floor IT Building

Academics: Chair (Margaret Hodgins) Venue: IT313, 3<sup>rd</sup> Floor IT Building

Students: Chair (Aingéal De Roiste) Venue: IT206, 2<sup>nd</sup> Floor IT Building

6pm Drinks reception and barbecue Venue: College Bar

Friday 20<sup>th</sup> June 2008 Venue: IT125, 1<sup>st</sup> Floor, IT Building

9.00am **Plenary: Irish Perspectives on Competencies and Professional Standards in Health Promotion**

- Ms. Charlotte McCoubrey, Therapy Advisory Unit, Department of Health & Children  
*Building for the Future: Competencies and Professional Standards*
- Ms. Ann O’Riordan, Irish Health Promoting Hospitals Network  
*HPH: Process of standard development and associated competencies*
- Mr. Brian Neeson, Health Promotion, Population Health, HSE  
*Competencies and Professional Standards in Health Promotion*

Chair: Ms. Catherine Murphy, Assistant National Director for Population Health, HSE

10.15am Tea/Coffee Venue: 1<sup>st</sup> Floor, IT Building

10.30am **Open Papers: Parallel Sessions**

Group A Venue: IT125G, Ground Floor, IT Building

- Susan Redmond and Eva Devaney  
*The Impact and Influence of Volunteerism on Community Participation and Health Promotion in Western Africa*
- Fiona Falvey, Ita O’Connell, Asa Ageirsdottir and Margaret Hodgins  
*Healthy Together*
- Larissa Kaminskyj and Maureen Gleeson  
*The workforce-in-waiting*

Chair: Dr. Margaret Hodgins, Department of Health Promotion, NUIG, Chair AHPI

Group B

Venue: IT125, 1<sup>st</sup> Floor, IT Building

- Barbara Battel Kirk  
*Developing Competencies and Professional Standards for Health Promotion Capacity Building in Europe: IUHPE/EURO Competencies and Accreditation Project*
- Genevieve Becker  
**Valuing** *views of service-users in setting standards and assessing performance.*
- Edel O'Donnell and Martha Sweeney  
*Implementation of SPHE (Social Personal and Health Education) in post primary schools in Galway, Mayo and Roscommon..... the challenges and the rewards on this long distant journey - what sustains those on the road and our hopes for the future!*

Chair: Dr. Saoirse Nic Gabhainn, Department of Health Promotion, NUIG

11.30am

**Plenary Discussion Panel**

Venue: IT125, 1<sup>st</sup> Floor, IT Building

Presentation of key points from each roundtable.

Discussants:

- Ms. Olive McGovern, Health Promotion Policy Unit, Department of Health & Children
- Ms. Catherine Murphy, Population Health, HSE
- Dr. Margaret Hodgins, Department of Health Promotion, NUIG, Chair AHPI

Chair: Ms. Barbara Battel Kirk, BBK Consultancy.

12.30

**Response and conference close:**

- Mr. Brian Mullen, Principal Officer, Health Promotion Policy Unit, Department of Health & Children.

1pm

Lunch

Venue: Orbsen Building Foyer

## Plenary Speaker Biographies



**Mary Wallace**, TD, Minister of State at the Department of Health and Children with responsibility for Health Promotion and Food Safety. First elected to the Dáil in 1989. Minister of State and former Personnel Executive in Blanchardstown Hospital. Senator 1987 - 1989. Appointed Minister of State at the Department of Justice, Equality and Law Reform with special responsibility for Equality and Disabilities from July 1997 - June 2002. Appointed Minister of State at the Department of Agriculture and Food from 14 February, 2006 until May 2008. Appointed Minister of State at the Department of Health & Children with responsibility for Health Promotion and Food Safety on 13 May, 2008.



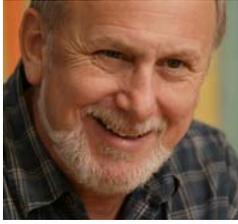
**Margaret M. Barry**, Ph.D. is Professor of Health Promotion and Public Health at the Department of Health Promotion, National University of Ireland, Galway, where she is Head of Department and Director of the Health Promotion Research Centre. Professor Barry is a temporary adviser to the WHO, has published widely in the field of mental health promotion and has managed a number of large-scale national, cross-border, international and EU funded research projects. Elected as Global Vice President for Capacity Building, Education and Training by the Global Board of Trustees of the International Union for Health Promotion and Education (IUHPE) in 2007.

Professor Barry has worked closely with policymakers and practitioners on the development, implementation and evaluation of health promotion interventions and policies. Having completed her primary degree and doctoral studies in Psychology at Trinity College, Dublin, Professor Barry has held previous posts as Lecturer in Psychology at the University of Birmingham, UK; Trinity College, Dublin, and as Deputy Director of the Health Services Research Unit at University College North Wales. Visiting Lecturer in 2002 at the World Health Organisation Collaborating Centre at the Institute of Psychiatry, King's College, London and Visiting Fellow at the Victorian Health Foundation in Australia in 2007. Co-author of the text *Implementing Mental Health Promotion* (Barry and Jenkins, 2007) recently published by Elsevier.



**David McQueen** is a Senior Biomedical Research Scientist at the Centers for Disease Control and Prevention (CDC) in Atlanta, Georgia, USA. Since 1998 he has been the Associate Director for Global Health Promotion in the Office of the Director at the National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP). Prior to that he was Director of the Division of Adult and Community Health at NCCDPHP and Acting Director of the Office of Surveillance and Analysis at (NCCDPHP), as well as Chief of the nationwide Behavioral Risk Factor Surveillance System. Prior to joining CDC he was Professor and Founding Director of the Research Unit in Health and Behavioural Change at the University of Edinburgh, Scotland (1983-1992), and prior to that Associate Professor of Behavioral Sciences at the Johns Hopkins University School of Hygiene and Public Health in Baltimore. His Doctoral training was in behavioral sciences at the Johns Hopkins University.

He has an extensive record of presentations and publications in health promotion, chronic disease prevention and evaluation in public health. In recent years he has taken a leadership role in the development of behavioral risk factor surveillance systems globally and in the assessment of evaluation and effectiveness in health promotion. Currently he is president of the International Union for Health Promotion and Education (IUHPE), as well as leader of the IUHPE Global Programme on Health Promotion Effectiveness.



**Maurice B. Mittelmark** is a Psychologist and an Epidemiologist, a Fellow of the American College of Epidemiology and a Fellow of the Council on Epidemiology, American Heart Association. He conducted health behaviour research and community-based studies of chronic disease prevention at the University of Minnesota from 1978 to 1987. During that period he was Intervention Director of the Minnesota Multiple Risk Factors Intervention Trial (MRFIT) and Intervention Director of the Minnesota Heart Health Programme (MHHP). At Wake Forest University (1987-1995) he founded and directed the Center for Human Services

Research, which conducted community studies related to the health needs of vulnerable population sub-groups including older adults and African-Americans. He was Director of Epidemiology in the J. Paul Sticht Center on Aging of Wake Forest University, and Co-Principal Investigator of the Wake Forest Cardiovascular Health Study (CHS). Since 1995, he has held a Professorship in Health Promotion at the University of Bergen's Faculty of Psychology, where his interests include the development of tools to support healthy public policy, and research on social ties and mental health. He directs HP-Source.net, a universally accessible collection of researchable databases on country-level capacity to engage in effective health promotion. Professor Mittelmark was Vice President for Science and Technological Development, International Union for Health Promotion and Education (IUHPE) in the period 1999-2001, he was President of the IUHPE from 2001-2007 and is presently IUHPE Vice President for Communications, and Editor-in-Chief of the IUHPE's journal *Promotion & Education*. In 2007 he was elected Honorary Academician, Royal Society for the Promotion of Health, the first non-citizen of the UK to be so honoured.



**Elaine Auld** has spent some 30 years working in the field of health education and health promotion, mostly devoted to non-profit organizations located in Washington, DC. In 1995, she was appointed Executive Director of the Society for Public Health Education (SOPHE), where she oversees the Society's portfolio of professional publications, meetings, research and advocacy on behalf of health education and health communications. Prior to joining SOPHE, Elaine worked in food safety/nutrition communications and patient education for some 15 years.

Ms. Auld's publications and interests are related to health education credentialing and standards, workforce development, and public policy. Among her notable accomplishments are leading efforts to gain recognition by the U.S. Departments of Labor and Commerce of "health educator" as a distinct occupational classification in 1998; conceptualizing and organizing the Annual Health Education Advocacy Summit, now in its 11<sup>th</sup> year; testifying before Congress and several Institute of Medicine committees on behalf of health education; and helping develop the Health Education Research Agenda for the elimination of health disparities in 2005. Elaine was an advisor to the first Health Education Graduate Standards in 1996, and the Competency Update Project (CUP) released a decade later, to provide updated competencies and skills for the field. For the last nine years, she has been involved in efforts to strengthen quality assurance/accreditation systems for the professional preparation of health education specialists and has been a site visitor for the Council on Education for Public Health. She serves as an advisor to the Council of Accredited MPH Programs and has been a certified health education specialist since 1989.

Currently, Elaine is an associate on the faculty of the Johns Hopkins School of Public Health; a third-term board member and vice president of communications for the International Union for Health Promotion and Education's North American Regional Office; and chair of the Alumni Board of Governors at the University of Michigan School of Public Health. Elaine has served on various boards of the American Public Health Association (APHA) and received several APHA awards for distinguished career (2007) and service (1997).



**John Allegrante** is the Senior Professor of Health Education and Chairman of the Department of Health and Behavior Studies at Teachers College, Columbia University, and Fulbright visiting professor at Reykjavik University, Iceland. He holds a joint appointment in the Department of Sociomedical Sciences at the Columbia University Mailman School of Public Health, and is adjunct Professor of Behavioral Science in Medicine at the Weill Medical College of Cornell University. Professor Allegrante has produced an extensive bibliography of published work in health education and health promotion and in clinical epidemiology and health services research. He has authored or coauthored numerous book chapters and edited volumes, and is the principal editor of the anthology, Derryberry's *Educating for Health: A Foundation for Contemporary Health Education Practice* (Jossey-Bass, 2004). A Past President and Distinguished Fellow of the Society for Public Health Education, he was co-chair of the National Task Force on Accreditation in Health Education.



**Alyson Taub**, EdD, CHES, is Professor of Health Education at New York University in New York City. Previously, Dr. Taub served as Special Assistant to the Dean and Chair of the Department of Health Studies. She earned her baccalaureate, masters, and doctoral degrees in Health Education at New York University, and also holds a dental hygiene degree from the Forsyth School for Dental Hygienists in Boston. Professor Taub has worked full-time at New York University for more than 35 years. Prior to that, she was a practicing dental hygienist and taught at the elementary and secondary school levels. Dr. Taub has published extensively, and has had leadership roles in professional associations at the state, national, and international levels. She was the first Executive Director of the National Commission for Health Education Credentialing, Inc. (NCHEC) and served for two years in that role as a volunteer. Her professional contributions have focused on promoting health education as a profession and improving the professional preparation of health education specialists. She was the co-developer of the website, Health Education Professional Resources (HEPR). Professor Taub received the First Distinguished Service to the Profession Award from GNYSOPHE in 1995, the 1997 Distinguished Fellow award from the Society for Public Health Education, the 2000 HEDIR award for outstanding contributions to the use of technology in health education and was among the first group inducted into the Health Education Hall of Fame in 2002. Dr. Taub was a member of the Steering Committee (co-Principal Investigator) for the National Health Educator Competencies Update Project (CUP), a multi-year research project, and received a number of national awards for her contributions to this research. Currently, she is a globally elected member of the Board of Trustees of the International Union for Health Promotion and Education (headquartered in Paris, France) and serves on the National Implementation Task Force for Accreditation in Health Education in the United States.



**Charlotte McCoubrey** graduated from Trinity College Dublin in 2000 with a BSc in Clinical Speech and Language Studies. She worked in the Adelaide, Meath and National Children's Hospital, Tallaght from 2000-2006.

In January 2007, Charlotte moved to the Therapy Project Office where she worked as project manager on behalf of the Irish Association of Speech and Language Therapists as part of a multidisciplinary team to progress the work of the National Implementation Group on Clinical Placements in Occupational Therapy, Physiotherapy and Speech and Language Therapy. She worked closely with all relevant stakeholders including the Health Service Executive, Department of Health and Children and Higher Education Institutes.

Charlotte's particular interests are in developmental disabilities, practice education and project management. She joined the Therapy Advisory Unit in April 2008.

**Brian Neeson** has 29 years' experience in health education and health promotion. Since May 2006, Brian has been part of the Health Services Executive in Ireland, in a national post as Functional Manager with responsibility for Health Promotion Research and Professional Development. This includes responsibility for developing Health Promotion as a profession, and developing systems and standards for the assessment of health promotion competencies. For ten years prior to this he was the Health Promotion Manager/Director of Health Promotion for the Mid West region, covering Limerick, Clare and North Tipperary.

Brian was also a Health Promotion Commissioner and Manager in England from 1985-1996. For three years before this he held an academic post as the Evaluation Officer of a national project on communication in nursing. He started his career as a Health Education Officer in Croydon, responsible for evaluation, training and support to schools.

## **Plenary Session**

### ***Capacity Building in Health Promotion: A Sense of Urgency and Global Perspectives***

**Professor David McQueen**

Associate Director for Global Health Promotion, Centers for Disease Control, Atlanta, President IUHPE

It is now well recognized globally that non communicable diseases have become the major disease burden and present enormous economic challenges both to countries whether economically advanced or very poor. In addition, these challenges have focused attention on the social determinants of health. In turn, this focus presents particular challenges for those who work in health promotion. In fact, many, if not most of the social determinants are outside the medical sphere but well within the remit of health promotion. The challenge for health promotion is to address the social determinants of health with a very underdeveloped infrastructure in most countries. Thus there is a sense of urgency for building capacity for health promotion.

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### ***Competencies and Professional Standards in Health Promotion and Health Education in the U.S.: Reflections on 60 Years and Beyond***

**Ms. Elaine Auld**

CHES, Executive Director, Society for Public Health Education (SOPHE), USA

#### ***Will You Still Need Me, Will You Still Feed Me When I'm 64?***

The health education profession in the United States has focused attention to quality assurance in professional preparation and practice for some six decades. The 1940s and 1950s gave rise to the exploration of the first voluntary credentialing processes for professional preparation programs in public health as well as those preparing health educators for practice as teachers in school settings. However, it was not until the 1960s that the first guidelines were published for university and community employers on the role of community health educators and their professional preparation. Momentum continued to build in subsequent decades with formal accreditation standards and mechanisms for graduate programs in community health education, followed by quality assurance mechanisms for undergraduate programs in community health and school health education. A certification system for individual health education specialists (CHES) was organized in 1988, earning health education the distinction of being the first U.S. population-based profession to establish such a mechanism. This presentation will briefly highlight the social and political context that gave rise to such focus on standards, and accountability in the last 60 years; some qualitative outcomes of the movement, including increased recognition of the profession by various stakeholders and U.S. employers; and lessons learned for future movements across the globe.

***Essential infrastructure for health promotion: What do we have and what do we lack?***

**Professor Maurice Mittelmark**

University of Bergen, IUHPE Vice President Communications

(Abstract available on the day)

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***History, Rationale, and Vision for a Unified Public Health Education Accreditation System in the United States***

**Professor John Allegrante**

Columbia University, USA

The health education profession in the United States has made significant strides in promoting quality assurance in professional preparation. Credentialing of health educators through a combination of individual certification, program approval, and program accreditation mechanisms have strengthened capacity and workforce development. However, although individual certification has been widely embraced as demonstrated by the growing number of eligible health education professionals who have sought and maintained certification as a Certified Health Education Specialist (CHES), program accreditation in health education—the preferred mechanism for quality assurance—has been neither uniformly accepted nor universally implemented by institutions of higher education. The National Task Force on Accreditation in Health Education was charged with developing a plan for a unified system of accreditation for undergraduate and graduate programs and fostering its implementation. This paper will describe the work of the National Task Force by reviewing the history, rationale, and vision for a unified system of accreditation in health education. Implications for European efforts to build capacity and assure quality in manpower development in public health education will be discussed.

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***Identifying Competencies for Professional Practice: The USA Experience***

**Professor Alyson Taub**

Professor of Health Education, New York University, USA

Research to delineate the role of the health educator in the United States has been a significant activity for the profession for almost 30 years. The first Role Delineation Study (1978-1981) developed the initial role specification for entry-level health educators. In 1988, the National Commission for Health Education Credentialing, Inc. (NCHEC) was established as an independent, not-for-profit agency to administer a voluntary national credentialing system using the results of the Role Delineation Study. Building on the entry-level role specification, a Joint Committee for Graduate Standards was established by the American Association for Health Education (AAHE) and the Society for Public Health Education (SOPHE) in 1992 to develop graduate competencies. In 1998, the health education profession undertook a new research initiative. The National Health Educator Competencies Update Project (CUP) was conducted (1998-2004) to re-verify the role of the entry-level health educator and further define and verify

the role of advanced-level health educators. This research resulted in the largest dataset of its kind, with 1.6 million data points. The CUP Hierarchical Model emerged from the findings, identifying three levels of professional practice based on degree held and years of experience in health education. This body of work over the last three decades has contributed to the professionalization of health education in the United States. Implications of this work for others interested in competency identification research and credentialing will be presented.

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### ***International Collaboration in Developing Core Competencies and Professional Standards in Health Promotion***

**Professor Margaret Barry**

Department of Health Promotion, NUI, Galway, IUHPE Vice-President for Capacity Building, Education and Training

This presentation reports on the development of international collaboration on identifying core competencies and professional standards in health promotion practice, education and training. Building a competent health promotion workforce is a key component of capacity building for the future. A competent and trained workforce is critical to delivering on the vision, values and commitments of international agreements and national policies on the promotion of health. This paper reports on the international consensus meeting, jointly organised by the International Union for Health Promotion and Education (IUHPE), the Society for Public Health Education (SOPHE) and the Centers for Disease Control (CDC), Atlanta, with participation from international leaders in the field, taking place in NUI, Galway in June 2008. The purpose of the meeting is outlined and the outcomes in terms of strengthening global exchange, collaboration and common approaches to capacity building and workforce development are discussed. The Consensus Statement, based on the proceedings of the meeting, is presented for further dialogue and discussion.

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### ***Building for the Future: Competencies and Professional Standards***

**Ms. Charlotte McCoubrey,**

Therapy Advisory Unit, Department of Health & Children

Recent developments in the professions of Speech and Language Therapy, Occupational Therapy and Physiotherapy have led to the development of standards of practice and professional competencies for each of them.

This presentation introduces the Therapy Advisory Unit and its role and function. It gives a history of the route the three professions took to developing their standards and competencies, outlines the process used in their development, and highlights issues that arose along the way.

***HPH: Process of standard development and associated competencies***

**Ms Ann O Riordan**

Irish Health Promoting Hospitals Network

(Abstract will be available on the day)

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***Competencies and Professional Standards in Health Promotion***

**Mr. Brian Neeson**

Health Promotion, Population Health, HSE

This presentation will outline the key points in the paper 'Establishing professional standards for health promotion' which was distributed recently to the HSE Health Promotion workforce. The paper touches on and raises a number of difficult issues such as: how we agree the scope of our work; the risk that professionalisation will narrow the skill base of the workforce; the relationship between competencies in Health Promotion and those of other disciplines in Population Health; and whether there is organisational and political support for statutory regulation.

Reference will be made to the complementary work done by the Association for Health Promotion in Ireland, by professional bodies in the UK, and with the IUHPE.

## Oral Communications

*The Impact and Influence of Volunteerism on Community Participation and Health Promotion in Western Africa'*

**Susan Redmond and Eva Devaney**

University of Limerick

Volunteerism is a commitment of time for the good of other people. Volunteering can bring benefits to both society at large and the individual volunteer, however, this relationship to the promotion of health and the enhancement of community participation has yet to be evaluated. An association between social capital and health has been established in Finland quantitatively and as yet, qualitative exploration has not occurred. The purpose of this project was to explore the perceived impact of volunteerism on the development of community participation and its influence on health during the building of a school in a small community in Ghana, Western Africa.

Nineteen volunteers (9 Ghanaian volunteers, male, aged 24-29 years and 10 foreign volunteers, 5 male/5 female, aged 18-27 years), six local participants (aged 31-61 years, 3 male/3 female) and two local professional health workers (aged 25-35 years, 1 male/1 female) were included in the project. A mixed method approach, triangulation, was taken to collect data. This included twelve interviews, three focus groups, five photo-voice participants plus a recording of the community participation rates during the building project.

The results found that the volunteers, health workers and the local community believed that volunteerism had a hugely positive impact on the community in both the promotion of health and the development of community participation. The areas of perceived greatest influence included; sexual health, dental health, environmental awareness, education, the empowerment of women, influence as role models, enhanced community participation and increased community spirit. The findings demonstrate how female empowerment and volunteer's influence as role models was achieved through the interaction of the community with the volunteers. The results depict how a supportive environment was created to nurture learning and behavioural changes in terms of environmental awareness, sexual health, dental health and encourage education. A clear relationship between volunteer motivation and community participation was revealed which demonstrates how community action was strengthened and harnessed, a key principle that underpins health promotion.

To conclude, the findings suggest that volunteerism, particularly multi-cultural, is an excellent resource through which creativity and commitment can enhance community participation and encourage health promoting behaviour. It demonstrates, for the first time, that volunteering can have a profound influence

over a wider spectrum of determinants to enhance community health. It also advocates for further development of skills and opportunities to engage volunteers in more community projects and in health promotion activities. This is something which is particularly relevant to Ireland during the year of Active citizenship and its increasing diversity. So it strives for inclusion and supports a holistic approach to health and well-being.

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*Building Capacity for Workplace Health Promotion - Healthy Together e learning course*

**Fiona Falvey, Ita O Connell, Asa Ageirsdottir & Margaret Hodgins**

The Luxembourg Declaration on Workplace Health Promotion in the European Union lists addressing the needs of small and medium sized enterprises (SMEs) as a priority action. In the EU, SMEs comprise the vast majority of all companies, employing approximately 65 million people, more than 66% of Europe's working population. SMEs record 82% of all occupational injuries and account for the vast majority of occupational fatalities. The main reason for less favourable occupational safety and workplace health conditions in SMEs is their lack of knowledge about the link between occupational health and safety, risk factors and health promotion and their lack of training and resources to manage their working environment properly. Further, SMEs can have very little financial latitude and therefore often cannot afford expensive health services or training. Small and medium sized enterprises in rural communities, in particular, where health and safety training resources are even scarcer, have therefore been hard to reach and WHP and OSH training programmes have not been sustainable in rural areas. The Healthy Together project addresses workplace health promotion issues for SMEs in rural areas. The overall aim is to create an e-learning course for trainers and professionals in rural communities, which focuses on building competence in workplace health promotion. The project, funded by the European Commission, involves partner organisations in Ireland, Iceland and Italy. The pilot programme has been delivered in all three countries to groups of students who are either health professionals with an interest in developing consultancy services in workplace health promotion, or employed in SMEs with a responsibility for health and safety, for example managers, union representatives, or personnel officers.

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*The workforce-in-waiting*

**Larissa Kaminskyj and Maureen Gleeson**

Students of Health Promotion, NUI Galway

(Abstract will be available on the day)

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*Developing Competencies and Professional Standards for Health Promotion Capacity Building in Europe  
IUHPE/EURO Competencies and Accreditation Project*

**Barbara Battel-Kirk**

BBK Consultancy

This presentation reports on the progress an IUHPE EURO project to develop competencies, standard and accreditation in health promotion in the context of capacity building within Europe, including a recent application for EU funding to the Public Health Executive Authority (PHEA).

Competencies and standards for practice have been developed for a wide range of disciplines at national and international level. Within the field of health promotion such frameworks have been developed in a small number of countries in Europe, as well as in Canada, Australia and New Zealand. There is, however, no agreed framework of competencies and standards and no one body entrusted with responsibility for accreditation in health promotion at the European level. In response to this need a Sub-Committee of IUHPE Euro was established in 2005 with the remit to make recommendations on the development of Training, Accreditation and Professional Standards across the European Region. This paper will report on the work of the Sub-Committee to date including:

- a proposed framework for an accreditation process
- a scoping study on training and accreditation in Health Promotion across the European region.
- a literature review of the Health Promotion competencies which have been developed to date which will inform the next stage in developing consensus for competencies and standards in Europe.
- Outline draft competency categories/domains
- a pilot project exploring the feasibility a European Professional Accreditation System in Health Promotion. The pilot project will form the first stage in, and inform the further development and dissemination of, a Europe wide accreditation system.
- a proposal for funding for further activity to the PHEA
- a formal application for EU funding with 15 partners across Europe

The presentation will highlight the drivers and barriers encountered in the early stages of the development of competencies, standards and accreditation processes within a variety of political, professional and academic environments. The progress on European frameworks will be discussed within the wider global context.

*Implementation of SPHE (Social Personal and Health Education) in post primary schools in Galway, Mayo and Roscommon..... the challenges and the rewards on this long distant journey - what sustains those on the road and our hopes for the future!*

**Edel O'Donnell and Martha Sweeney**

SPHE Support Service – Post Primary – for counties Galway, Mayo and Roscommon

The SPHE Support Service is a partnership between the Department of Education and Science, the Department of Health and Children and the Health Service Executive in association with the Marino Institute of Education. The SPHE support team provides ongoing training and support to teachers and school communities so that they can carry out the core work of SPHE. The heart of SPHE is about encouraging and supporting the personal growth and development of young people within school communities which themselves must strive to operate out of a health promoting ethos. The challenge for the SPHE support service is to nurture and nudge this work onwards within a system that is all too often dominated by the shadow of exams.

The session will present a brief history of how SPHE developed and how the SPHE Support Service was born. We will outline the SPHE programme, examples of the work we do with schools, how we do this work, the challenges we face from day to day, what sustains us and our hopes for the future.

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*Valuing views of service-users in setting standards and assessing performance.*

**Genevieve E. Becker**

Medical Education Unit, University of Leeds

The validation process for an instrument to assess real situation performance of students in assisting service-users to develop skills for health sought the views of educators, students and service-users. In response to the question of whose views of the performance should be counted for summative assessment, the results indicated that 40% thought the views of the three stakeholders (educator, student, and service user) should carry equal weight, with less marking a sole view as being most important. The results were generally positive about valuing the view of the service-user in assessing the student's performance in assisting them.

In a standard setting process, the three groups (educators, students and service-users) indicated how well the student should need to perform in order to pass the assessment. The results from the three groups were very similar across the groups as well as across the items of the performance assessment. Students expected slightly higher standards than did educators. There was an expectation that students would meet a minimum standard on all items with no compensation between items.

## Poster Communications

### *The attitudes and experiences of primary school teachers to nutrition interventions in schools*

**Hennessy, M.<sup>1</sup> & Deasy, C.<sup>2</sup>**

<sup>1</sup>Health Promotion, Department of Education and Professional Studies, University of Limerick

<sup>2</sup>Department of Nursing and Midwifery, University of Limerick

### *Men and Help Seeking – ‘It’s got to be serious’*

**Hennessy, M. & Mannix-McNamara, P.**

Health Promotion, Department of Education and Professional Studies, University of Limerick

### *Learning by Sharing - Peer Review Mentoring for the Healthcare Food Award Initiative*

**O’Riordan, A. & Jaycock, P.**

Irish Health Promoting Hospitals Network

### *Feasibility Study: For a Health Information Website for College Students*

**Doyle, P.<sup>1</sup>, Byrne, M.<sup>2</sup>, Dring, C.<sup>1</sup>, McGloin, A.<sup>3</sup>, McGrath, D.<sup>3</sup>, Neeson, B.<sup>4</sup>, Sixsmith, J.<sup>1</sup>**

<sup>1</sup>National University of Ireland, Galway; <sup>2</sup>University College Cork; <sup>3</sup>Trinity College Dublin

<sup>4</sup>HSE Population Health

### *Reflections on the Evaluation of a Health Impact Assessment on Traffic and Transport in Ballyfermot.*

**Kearns, N., and Pursell, L.**

Health Promotion Research Centre, National University of Ireland, Galway

### *Perceptions of the Impact of the Smoking Ban Among Bar Workers in the Republic of Ireland.*

**Pursell, L.<sup>1</sup>, D’Eath M.<sup>1</sup>, O’Donovan, D.<sup>1</sup>, Allwright, S.<sup>2</sup>, Paul, G.<sup>2</sup>, Mullally, B.J.<sup>3</sup> and Greiner, B.<sup>3</sup>**

<sup>1</sup>Health Promotion Research Centre, National University of Ireland, Galway

<sup>2</sup>Department of Epidemiology & Public Health, Trinity College Dublin

<sup>3</sup>Department of Public Health & Primary Care, University College Cork

***Liasing, Facilitating or Engaging: Power through process in research with children***

**Sixsmith, J. & Nic Gabhainn, S.**

Health Promotion Research Centre, National University of Ireland, Galway

***Agreement between educational stakeholders on the conceptualisation of children's wellbeing***

**Sixsmith, J. & Nic Gabhainn, S.**

Health Promotion Research Centre, National University of Ireland, Galway

***Family factors associated with childhood hunger: sources of social and economic inequality***

**Nic Gabhainn, S.<sup>1</sup>, Molcho, M.<sup>1</sup>, Pickett, W.<sup>2</sup>, Boyce, W.<sup>3</sup>, Gallupe, O.<sup>3</sup> & King, M.<sup>3</sup>**

<sup>1</sup>Health Promotion Research Centre, National University of Ireland, Galway

<sup>2</sup>Department of Epidemiology; <sup>3</sup>Social Program Evaluation Group, Queens University, Ontario

***Time effects in food frequency consumption and eating behaviour among Irish school children***

**Kelly, C.N.M.<sup>1</sup>; Nic Gabhainn, S.<sup>1</sup>; Walsh, K<sup>1</sup> & Kelleher, C.<sup>2</sup>**

<sup>1</sup>Health Promotion Research Centre, National University of Ireland, Galway

<sup>2</sup>School Public Health & Population Science, University College Dublin

***From science to policy: experiences of the Breastfeeding in Ireland Strategic Action Plan***

**Kelly, C.N.M.<sup>1</sup>; Batt, V.<sup>1</sup>; Fallon, M.<sup>2</sup>; & Nic Gabhainn, S.<sup>1</sup>**

<sup>1</sup>Health Promotion Research Centre, National University of Ireland, Galway

<sup>2</sup>National Breastfeeding Coordinator, Department of Health & Children

## Support Documentation for Roundtable Discussion

Significant strides have been made globally in recent decades, particularly in Australia, Europe and North America, to promote quality assurance in the training of health promotion and health education professionals (Allegrante, Auld, Barry & Taub, 2007). These efforts have been grounded in the development of professional accreditation systems in health promotion based on standards comprising agreed competencies (Barry, 2007). Competencies have been defined as attributes that enable an individual to perform a set of tasks to an appropriate and identified standard (Health Promotion Forum of New Zealand (<http://www.hpforum.org.nz>)).

According to Ontario Health Promotion, key reasons for health promoters to identify competencies are:

- To inform and structure the content of health promotion training programmes
- To assist in the development of competency based job descriptions for health promoters
- To inform the development of health promotion training needs and assessment tools
- To inform curriculum development of continuing education for health promoters
- To increase understanding of the range of knowledge and skills required by health promoters to effectively plan, deliver and evaluate health promotion initiatives.

(Hyndman, 2007)

This list is similar to that of the potential use of competencies identified by The Health Promotion Forum of New Zealand. This highlights cross national similarities in the development of these quality assurance initiatives in health promotion. A number of countries have been active in relation to these developments including:

- USA <http://www.nchec.org/aboutnchec/rc.htm>
- Australia <http://www.healthpromotion.org.au>
- Canada <http://www.ohpe.ca>
- New Zealand <http://www.hpforum.org.nz/page.php?28#246>
- UK <http://www.skillsforhealth.org.uk>
- Scotland <http://www.healthscotland.com>

Examples of competency frameworks for health promotion can be found at the websites above.

In addition, work has been undertaken at the European level by IUHPE/EURO to explore the establishment of a pan European accreditation system in Health Promotion within the context of professional competencies and academic standards (meeting of IUHPE/EURO sub-committee on training and accreditation in health promotion in Europe 24<sup>th</sup> April 2006). The proposed structure for this development is a voluntary registration system based on an agreed set of competencies and professional standards underpinning the qualification system. Registration would be time limited and subject to review, for example on a five yearly basis. Two types of accreditation routes are proposed:

1. Accreditation by qualification provided by (a) recognised education and training providers i.e. universities or institutes, plus supervised practice by recognised specialists.
2. Accreditation of individual professionals working in the health promotion field by virtue of relevant professional experience and /or certified learning.

The targeted population are those people seeking formal recognition of their qualification as a specialist in health promotion in Europe, whether they come from the policy, academic or practice arena. The proposed accreditation system would be operated by IUHPE through a devolved model at national level. The review process would be undertaken by national agencies or bodies, which would be approved by IUHPE and would agree to apply the accreditation process in accordance with the system agreed with IUHPE. This would ensure a consistency of standards across countries (taken from IUHPE/EURO meeting sub-committee on training and accreditation in health promotion in Europe 24<sup>th</sup> April 2006)

While this work is progressing at a European level, developments continue at national levels and it must be acknowledged there are differences in both content and the stage of development of the processes in various countries and regions. However common goals in these quality assurance efforts are evident and these are:

1. To protect the public by establishing and assuring a minimum acceptable standard of quality and performance for professionals working in population health
2. To improve or strengthen institutions and programs of professional preparation through systems of peer external review
3. To promote continued professional development of the workforce.

(Allegrante, Auld, Barry & Taub, 2007)

The IUHPE has identified that the time appears to be right to explore the development of global consensus regarding the core competencies of those working in health promotion. In addition exploration of standards for the accreditation of professional preparation programmes globally, as opposed to nationally or regionally, appears timely. To this end a consensus meeting of invited global leaders in health promotion and health education will take place in Galway, Ireland on June 16th, 17th and 18th.

The objectives of this international meeting are to:

- Exchange experiences and lessons learned in identifying competencies, developing standards, and establishing credentialing systems for health promotion and health education specialists
- Explore the contemporary and future uses of technology in professional preparation and training of health promotion and health education specialists
- Generate a Meetings Proceedings and Consensus Report that outlines the position of participating experts on core competencies, principles of accreditation, and continuing professional development in health promotion and health education, and recommendations that can be disseminated globally.

(Allegrante, Auld, Barry & Taub, 2007)

The Health Promotion Summer Conference immediately follows this meeting on Thursday 19th June and Friday 20th June. A central feature of the conference is that participants, who will include health promotion practitioners, educators and managers, can discuss how the ideas from the Consensus Report can be used to strengthen health promotion practice and training in the Irish context.

## **Further Reading / information**

### **UK**

#### **Skills for Health/Healthworks UK:**

National Standards for Specialist practice in Public Health and in Public Health Practice

<http://www.skillsforhealth.org.uk/>

#### **Competencies for Health Promotion Practitioners Health Scotland 2005**

<http://www.healthscotland.com/uploads/documents/5128-CompHPP130206.pdf>

### **New Zealand**

#### **Health Promotion Competencies for Aotearoa-New Zealand:**

<http://www.hpforum.org.nz/page.php?28#246>

#### **Use and future of health promotion competencies in New Zealand Report:**

<http://www.hpforum.org.nz/resources/competenciesreportJan04.pdf>

### **Canada**

#### **Towards the Development of Canadian Health Promotion Competencies 2007**

[http://www.ohpe.ca/index2.php?option=com\\_content&do\\_pdf=1&id=9068](http://www.ohpe.ca/index2.php?option=com_content&do_pdf=1&id=9068)

### **Australia**

#### **Revision of Health Promotion Competencies Australia**

[http://www.healthpromotion.org.au/branches/wa/reports/Health\\_Promotion\\_competencies\\_for\\_Australia\\_Final\\_Report\\_2006.pdf](http://www.healthpromotion.org.au/branches/wa/reports/Health_Promotion_competencies_for_Australia_Final_Report_2006.pdf)

#### **Core Health Promotion competencies for Australia 2007**

[http://www.healthpromotion.org.au/branches/wa/reports/core\\_hp\\_competencies\\_2007.pdf](http://www.healthpromotion.org.au/branches/wa/reports/core_hp_competencies_2007.pdf)

### **US**

#### **National Commission for Health Education Credentialing US**

<http://www.nchec.org/aboutnchec/rc.htm>

### **Related websites**

#### **Specialised health promotion (UK)**

<http://www.specialisedhealthpromotion.org.uk/>

#### **Interactive Domain Model for Best Practices in Health Promotion:**

[www.bestpractices-healthpromotion.com](http://www.bestpractices-healthpromotion.com)

**Notes**