

Competence Analysis – A snapshot of the “ideal” health ambassador

The following overview is based on discussions at the second partner meeting in Caceres, Spain in March 2011. Core competencies were agreed, and it was decided that each partner would also identify competencies specific to their country/region and the role of the health ambassador within it. Illustrative examples are given in *italics*.

Name of local community	Arroyo de la Luz
<p>Based on the results from WP 4, write a few lines about the specific health challenges in your local community, which motivates your choice for the local competences that you want to focus on the training programme</p>	<p>According to the diagnosis of the Health and Sustainable Municipalities Programme there is a need to have a bearing in Drugs’ Consumption Prevention (hashish, tobacco and alcohol), in healthy feeding habits as well as in physical activity with the aim to improve and to maintain healthy habits.</p> <p>Another objective is to cause a multiplication effect in the improvement of the citizenship’s health using the train the trainers methodology to get active agents for the health improvement and maintenance.</p> <p>The effectiveness of different interventions to promote healthful feeding habits and the habitual practice of physical activity has been analyzed in different systematic revisions, identifying some features that favour a greater impact in health.</p> <p>It is very important to use a multidisciplinary approach and multiple and complementary strategies that are to be included at individual, communitarian, environmental, normative and political levels. The exclusive dissemination of information is not effective.</p>

Core Competence Compulsory areas	Rationale and objective	How will this be achieved	By whom
<p>Basic health knowledge</p> <ul style="list-style-type: none"> - Definitions of health and various understandings of health - General guidelines for healthy lifestyle e.g. diet, physical activity, alcohol, etc. - Local health system and offers 	<p>HAs need to understand that health can be described and understood in different ways. HAs also need to be able to give basic guidance to those seeking it. HAs need to have an overview of local health system / offers in order to refer citizens towards qualified / professional medical, psychological etc. help and assistance if needed</p>	<p><i>Group work: Sharing of personal definitions of health</i> <i>Classroom based learning: Overview of public health/government recommendations</i> <i>Trial out period: Active use of new knowledge and sharing of experience with other trainees.</i></p>	<p><i>Trainer, trainees</i></p>
<p>Communication skills</p> <ul style="list-style-type: none"> - Listening - Asking curious questions - Verbal & non-verbal communication - Building rapport 	<p>HAs should be directed by the needs of their clients, so need to be able to listen and use question-asking as a valuable tool, reflect, summarise and empathise. HAs will work with families who may be resistant to receiving support, or may have had negative experiences with other health professionals. Therefore HAs need to be able to show sensitivity when communicating, and utilise both verbal and non-verbal communication skills to build rapport and trust.</p>	<p><i>Classroom based learning: Introduction to communication techniques, role-play with feed back</i> <i>Trial out period: Active use of Role play, with 360 degree and video feedback and sharing of experience with other trainees.</i></p>	<p><i>Trainer, trainees</i></p>
<p>Organisational skills</p> <ul style="list-style-type: none"> - Planning and execution of local activities - Engaging in network with other Has 	<p>HA should be able to motivate colleagues or other local actors (citizens or others) to do health oriented activities together and set up common visions and goals. HAs are active in keeping the network going, using it as an important forum in developing their practice as HAs. HAs should be able to conduct plans and hold track of implementation.</p>	<p><i>Classroom based learning: Introduction to project organization</i> <i>Trial out period: Active use of new knowledge and sharing of experience with other trainees.</i> <i>Support in establishing and maintaining the local network of HAs</i></p>	<p><i>Trainer, trainees</i></p>

<p>Empowerment</p> <ul style="list-style-type: none"> - Increase client's self-confidence and self understanding in order to increase their ability to change 	<p>HA should be able to increase client's feeling of "ownership" and informed understanding of their own health situation in order to create more engagement and involvement from the target group. Empowerment increases the chances of success.</p>	<p><i>Classroom based learning: Introduction to self-efficacy Group work: Group discussion on their own behaviour change experiences Trial out period: Role play, practice different techniques for increasing self-efficacy and sharing of experience with other trainees.</i></p>	<p><i>Trainer, trainees, expert contributor</i></p>
<p>Motivation</p> <ul style="list-style-type: none"> - Helping clients to identify what and how they want to change - Maintaining motivation in the long term 	<p>HAs need to have the ability to increase and maintain clients' motivation to change. HAs should be able to relate to clients' situation and challenges, and work with them to identify realistic strategies for them.</p>	<p><i>Classroom based learning: Introduction to motivational interviewing techniques. Action planning and coping planning. Trial out period: Practice motivational interviewing techniques. Complete own action and coping plans. Group work: Discussion on how best to maintain contact with clients and how to deal with failure.</i></p>	<p><i>Trainer, trainees, expert contributor</i></p>
<p>Understanding of ethics</p> <ul style="list-style-type: none"> - The HCHF code of conduct 	<p>HAs will need to understand the HCHF code of conduct, which will include: limitations of the HA role, respect, confidentiality, and dealing with difficult situations and ensuring inclusivity.</p>	<p><i>Group work: Discussion of code of conduct, suggested changes and sign agreement. Trial out period: working within the code of conduct and discussion with other trainees and trainers about its practical application</i></p>	<p><i>Trainer, Trainees</i></p>

<p>Evaluation skills</p> <ul style="list-style-type: none"> - The HCHF self evaluation criteria 	<p>HA should be able to conduct a simple evaluation of own activities in order to create an internal learning loop and to make sure that their activities make a difference</p>	<p><i>Classroom based learning: Introduction to the HCHF self evaluation template</i> <i>Trial out period: applying the evaluation template and discuss it's usability with other trainees and trainers</i></p>	<p><i>Trainer, trainees</i></p>
Local Competence	Rationale and objective	How will this be achieved	By whom
<p>To work Drugs' Consumption Prevention (hashish, tobacco and alcohol) with young people and their families.</p>	<p>The problem of substances abuse has a multicasual origin, so that preventive actions should combine multiple variables. The factors involved suggest is appropriate to intervene at the family, school and social scopes. Has will need to understand drugs' consumption consequences (hashish, tobacco and alcohol) to show the families the risks of drugs abuse. HAs need to have the ability to use different leisure activities to prevent and reduce the consumption of hashish, tobacco and alcohol in young people.</p>	<p>Classroom based learning:</p> <ul style="list-style-type: none"> - Differentiate between use and abuse of drugs based on health impacts. - Promote positive attitudes towards abstinence. - Promote personal autonomy. - Promote responsible decision-making. <p>Trial out Period: Practice experience based on role playing of:</p> <ul style="list-style-type: none"> - Promoting positive attitudes towards leisure activities that are incompatible with drugs' consumption. - Promoting the healthy use of leisure. <p>Group work: Discussion and sharing of communication tools in order to be able to establish some rules and limits amongst parents and young people.</p>	<p><i>Trainer, trainees</i></p>

HA = Health Ambassadors

Trainer = Academic partners and health professionals from the participating local authorities

Trainees = Health Ambassadors (volunteers from civil society organizations or volunteering citizens)