

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

This tool can assist local authorities in planning a training process of local health ambassadors.

7 categories of core competencies have been assessed as the minimum knowledge if volunteers want to work as local health ambassador

Space is given for the local authority to include a number of context specific competences if this is needed.

Name of local community			
Based on the results from gathering of local knowledge and evidence, 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			
Core Competence Compulsory areas	Rationale and objective	How will this be achieved	By whom
Basic health knowledge <ul style="list-style-type: none"> - Definitions of health and various understandings of health - General guidelines for 	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.	<i>Group work: Sharing of personal definitions of health</i> <i>Classroom based learning: Overview of public health/government recommendations</i>	<i>Trainer, trainees</i>

<p>healthy lifestyle e.g. diet, physical activity, alcohol, etc.</p> <ul style="list-style-type: none"> - Local health system and offers 	<p>HAs need to have an overview of local health system / offers in order to refer citizens towards qualified / professional medical, psychological ect help and assistance if needed</p>	<p><i>Activities between training modules: Active use of new knowledge and sharing of experience with other 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.</p> <p>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, roleplay with feed back</i></p> <p><i>Activities between training modules: 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.</p> <p>HAs are active in keeping the network going, using it as an important forum in developing their practice as HAs.</p> <p>HAs should be able to conduct plans and hold track of implementation</p>	<p><i>Classroom based learning: Introduction to project organization</i></p> <p><i>Activities between training modules: Active use of new knowledge and sharing of experience with other trainees.</i></p> <p><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.</p> <p>Empowerment increases the chances of success.</p>	<p><i>Classroom based learning: Introduction to self-efficacy</i></p> <p><i>Group work: Group discussion on their own behaviour change experiences</i></p> <p><i>Activities between training modules: 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.</i></p> <p><i>Activities between training modules: Practice motivational interviewing techniques. Complete own action and coping plans.</i></p> <p><i>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</p>	<p><i>Group work: Discussion of code of conduct, suggested changes and sign agreement.</i></p> <p><i>Activities between training modules: working</i></p>	<p><i>Trainer, Trainees</i></p>

	ensuring inclusivity.	<i>within the code of conduct and discussion with other trainees and trainers about it's practical application</i>	
Evaluation skills - The HCHF self evaluation criteria	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	<i>Classroom based learning: Introduction to the HCHF self evaluation template Activities between training modules: applying the evaluation template and discuss it's usability with other trainees and trainers</i>	<i>Trainer, trainees</i>
Local Competencies	Rationale and objective	How will this be achieved	By whom

HA = Health Ambassadors

Trainer = Training institutions (e.g. university colleges) and health professionals from the local authorities

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

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