

Lay Health Promoters Competencies

1) Health Promotion, Peer Support and Communication

After completion of the course lay health promoters will have ...

knowledge about	skills in
<ul style="list-style-type: none"> women's health and women's reproductive system 	<ul style="list-style-type: none"> explaining women's health and reproductive system to a client
<ul style="list-style-type: none"> the health care system in Ottawa 	<ul style="list-style-type: none"> explaining the health care system to a client
<ul style="list-style-type: none"> role of the different health care providers 	<ul style="list-style-type: none"> explaining the role of the different health care providers to a client
<ul style="list-style-type: none"> role of the lay health promoter 	<ul style="list-style-type: none"> building trust with clients dealing with own and other peoples discomfort diffusing tense situations <p>reducing stress</p>
<ul style="list-style-type: none"> breast and cervical cancer current guidelines re: breast and cervical cancer screening 	<ul style="list-style-type: none"> teaching breast self examination explaining breast and cervical cancer screening to a client
<ul style="list-style-type: none"> concept of prevention in health promotion 	
<ul style="list-style-type: none"> selected terminology in the health field in English and Spanish 	<ul style="list-style-type: none"> appropriately using and explaining terms in English and Spanish
<ul style="list-style-type: none"> assessment of client needs and referral 	<p>explaining services in English and Spanish</p>
<ul style="list-style-type: none"> concept of peer education 	<ul style="list-style-type: none"> basic communication basic peer counselling empathic listening supportive listening versus advise giving in the helping relationship
<ul style="list-style-type: none"> role of leadership 	<ul style="list-style-type: none"> working in and with groups increased skills in facilitating a group workshop design and facilitation <p>assertiveness and self-confidence</p>
<ul style="list-style-type: none"> the function of home visits 	<ul style="list-style-type: none"> conducting a home visit
<ul style="list-style-type: none"> family violence 	<ul style="list-style-type: none"> assessing violent situations
<ul style="list-style-type: none"> available materials 	<ul style="list-style-type: none"> using appropriate visual aids and written materials with clients
<ul style="list-style-type: none"> professional ethics, boundaries, confidentiality, legal an liability issues 	<ul style="list-style-type: none"> setting boundaries with clients
<ul style="list-style-type: none"> education methods & techniques, teaching skills 	<ul style="list-style-type: none"> explaining a health issue to a peer assessing client's knowledge providing positive feedback to peers goal setting and evaluating own learnings <p>how to prepare and give a presentation</p>

2) Research methods and community development:

After completion of the course lay health promoters will have ...

knowledge about	skills in
<ul style="list-style-type: none"> research designs 	<ul style="list-style-type: none"> skills in applying research design to practical research preparing a presentation
<ul style="list-style-type: none"> qualitative and quantitative research methods 	<ul style="list-style-type: none"> designing interview questions designing surveys
<ul style="list-style-type: none"> research ethics confidentiality and its limits informed consent 	<ul style="list-style-type: none"> receiving informed consent maintaining confidentiality
<ul style="list-style-type: none"> role as a researcher 	<ul style="list-style-type: none"> conducting basic research
<ul style="list-style-type: none"> where to find information 	<ul style="list-style-type: none"> reviewing articles and writing up information
<ul style="list-style-type: none"> how to implement a research interview 	<ul style="list-style-type: none"> interviewing techniques transcription skills
<ul style="list-style-type: none"> data management 	<ul style="list-style-type: none"> data analysis
<ul style="list-style-type: none"> sections of a research report expectations of written work in the Canadian context 	<ul style="list-style-type: none"> summarizing research findings writing a research paper for a university course
<ul style="list-style-type: none"> program evaluation . 	<ul style="list-style-type: none"> .
<ul style="list-style-type: none"> community development outreach strategies and models 	<ul style="list-style-type: none"> designing and implementing outreach activities
<ul style="list-style-type: none"> theoretical concepts of community terms and concepts when defining people history of immigration community capacity building partnership and coalition development 	
<ul style="list-style-type: none"> systemic barriers systemic racism, discrimination, inequality 	<ul style="list-style-type: none"> addressing access barriers including systemic racism
<ul style="list-style-type: none"> concepts of organizational societal change . 	
<ul style="list-style-type: none"> function of advocacy within health service provision 	<ul style="list-style-type: none"> providing advocacy
<ul style="list-style-type: none"> workshop design . 	<ul style="list-style-type: none"> developing and implementing workshops