

**INTERNSHIP MANUAL
FOR THE
HEALTH PROMOTION STRAND**

**School of PAES
THE OHIO STATE UNIVERSITY**

PAES 589.02 Internship in Health Promotion

CHOOSING A PRACTICUM SETTING

All students in the Health Promotion Strand at The Ohio State University are required to complete an internship in an approved setting. This experience provides students with an opportunity to apply health promotion concepts and skills in an, applied, practical setting under the guidance of a trained professional. The supervised internship assists students in making the transition from the university setting to the applied work setting. Furthermore, the internship helps the students adapt more readily to the professional roles they are about to assume.

Central to the Health Promotion Strand Curriculum are the skills detailed as critical to the Certified Health Education Specialist Credential (CHES). These skills are part of a national effort to identify and promote the core skills essential to health promotion practice. Many Health Promotion employers require or prefer this credential. Upon completion of the Health Promotion Strand courses and internship you will be qualified to sit for the CHES exam. This is a nationally developed and administered exam that is offered each year at The Ohio State University. Taking this exam is voluntary. Upon passing the exam you are awarded the CHES credential which you may place after your name.

When making decisions about the setting for the internship experience you should consider which setting is most closely aligned with your future professional interests. Consider which setting will provide the most opportunities for developing your abilities in the Seven Core Skill Areas as well as meeting the Objectives of the Health promotion Internship listed on the following page.

Certified Health Education Specialist **Seven Core Skill Areas**

1. Assess individual and community Needs for Health Education.
2. Plan Effective Health Education Programs.
3. Implement Health Education Programs.
4. Evaluate Effectiveness of Health Education Programs.
5. Coordinate the Provision of Health Education Services.
6. Act as a Resource Person in Health Education.
7. Communicate Health and Health Education Needs, Concerns and Resources.

OBJECTIVES OF THE HEALTH PROMOTION INTERNSHIP

1. Providing students with a full-time health promotion experience.
2. Learning how the agency fits into the health promotion services system.
3. Acquiring an understanding of the health problem(s) addressed by the agency.
4. Learning the organizational structure, and functions of the agency.
5. Learning skills in establishing and maintaining relationships with agency staff and clients, including persons of different cultural and ethnic backgrounds.
6. Utilizing skills in written and oral communication.
7. Enhancing skills in health promotion program planning.
8. Gaining experience in assessing the Health Promotion needs of a community.
9. Gaining experience in developing Health Promotion programs that are based on sound principals of education/behavior change.
10. Developing and utilizing interpersonal communication skills.
11. Gaining experience in the evaluation of health promotion programs.
12. Developing and utilizing interviewing skills.
13. Learning about current and potential sources of funding to support Health Promotion programs.
14. Enhance skills area identified as crucial for the Certified Health Education Specialist.

The purpose of this manual is to clarify the procedures of the supervised internship and to outline the specific responsibilities of the student intern, the faculty supervisor, the health agency and the agency supervisor. This manual contains many of the forms needed to: successfully apply for the internship, negotiate an internship agreement with a professional setting, keep records of your internship experience, and file an internship report to receive a grade from your faculty advisor.

THE ROLE OF THE AGENCY

1. Providing opportunities for the intern to interact with clients, understand services and community resources in professional setting.
2. Providing opportunities for interns to practice skills through one or more health promotion methods.
3. Providing opportunities to integrate knowledge and practice toward the development of community health services and education programs skills.
4. Providing opportunities to identify with the profession.
5. Providing models of professional competence.

THE ROLE OF THE AGENCY SUPERVISOR

1. Orienting the student to the agency.
2. Making agency material available to the student.
3. Sensitizing the student to broad issues, trends, and dilemmas in community health, so that they may gain some perspective of the macro-system in which the agency operates.
4. Planning, organizing and coordinating activities and learning experiences for the student so that s/he will understand the total function of the agency.
5. Assisting the student in development of a contract that specifies projects or activities the student will be responsible for during the course of the internship.
6. Helping the student in planning, organizing, and implementing duties as specified in internship contract.
7. Setting up learning situations such as interviews and staff meetings so the student can be a participant/observer.
8. Monitoring that the student performs meaningful tasks and has direct contact with target population members.
9. Discussing policies, roles, and concerns activities in formal and informal supervisory sessions.
10. Completing evaluation forms on student intern performance at Week 8 and Week 15.
11. Informing the student of steps s/he should take to improve weaknesses and further develop strengths.
12. Monitoring that the student has appropriately completed the required number of hours during the internship experience.

RESPONSIBILITIES OF THE STUDENT

1. Learn and observing agency procedures, policies, and regulations.
2. Developing an internship contract detailing specific projects and activities for which the student will be responsible during the internship. (See attached Internship Contract form).
3. Asking for assistance and supervision when needed to assure that all projects and assignments are appropriately completed.
4. Informing the agency supervisor when he/she will be late or absent.
5. Completing a log (see sample Internship Log Sheet) and submit on a bi-weekly basis to faculty supervisor. (Weeks: 3, 5, 7, 9, 11, 13 & Finals)
6. Completing the Student Self-Assessment form and the Agency Evaluation form and return them to the faculty supervisor by the middle of the 14th week of the quarter.
7. It is the student's responsibility to become familiar with the rules of the agency. The student may be reassigned or asked to take time out until the next quarter; if during the course of the internship, the agency or faculty supervisor determines that the student has difficulty functioning in a particular setting.
8. Completing an Internship project designed to make a Health Promotion contribution to the agency. (This project is due the 10th week of the quarter). Submit copies of the project to the agency supervisor and faculty advisor.
9. Complete a Final Internship Report of the Internship experience.

THE ROLE OF THE FACULTY SUPERVISOR

The faculty supervisor operates as a liaison between the university and the agency. Periodic contacts between the faculty supervisor and the agency supervisor help to maintain a focus on the student throughout the internship experience. Specific responsibilities include:

1. Assisting the student in identifying placement opportunities.
2. Approving the internship contract developed by student and agency.
3. Providing opportunities for the student to discuss his/her experiences as necessary.
4. Reviewing student logs to assure that internship is providing an appropriate learning experience.
5. Addressing any academic or internship problem that may develop between the student and the agency.
6. Approving the Internship contract.
7. Evaluating student performance and submit grade to university.

PLANNING TIMELINE FOR INTERNSHIP FOR HEALTH PROMOTION

The Internship is a capstone experience to be completed during the final quarter of study. It is a fulltime professional experience in an applied setting. The student is to keep the same work hours (35-40 hours week) as the agency supervisor. Each student will register for 15 quarter hours. Students are required to devote three (3) contact hours in the Internship setting for each quarter hour registered.

PREREQUISITES TO HEALTH PROMOTION INTERNSHIP

1. Successfully complete the required courses for the GEC, Core and Strand of the Exercise Science/ Health Promotion Program.

| | | |
|--|---|---|
| PAES 103 Health and Well-being in American Society | 3 | |
| PAES 143, 144, 147, 148, 170, 175, 182, 188, 191 fitness and sports skills courses three one-hour courses | | 3 |
| Anatomy 199D Basic Human Anatomy | 5 | |
| Biol 113 Biological Sciences: Energy Transfer and Development | | 5 |
| Math 150 Elementary functions | 5 | |
| PAES 209 Orientation to Exercise Science and Health Promotion | 1 | |
| Hu Nutr. 310 Fundamentals of Human Nutrition | | 5 |
| PAES 150 Cancer | | 2 |
| PAES 314 AIDS | | 3 |
| PAES 204 Sexuality | | 3 |
| PAES 360 Kinesiology | | 3 |
| Phys. 311 Principles of Human Physiology | | 5 |
| Phys. 312 Principles of Human Physiology II | | 5 |
| Psych 311 Motivation | | 3 |
| PAES 414 Applied Physiology of Exercise | | 5 |
| PAES 509 Sport & Leisure Service Delivery and Promotion | | 3 |
| PAES 525 Promoting Behavior Change | | 3 |
| PAES 490.10-490.13 Series in Exercise Science and Health Promotion | | 3 |
| 490.10 required, 490.11, 490.12, 490.13 (choose 2) | | 4 |
| PAES 544 Sport and Leisure Perspectives for Special Pop. | | 3 |
| PAES 660.01 Intro. Laboratories in Exercise Physiology | | 1 |
| PAES 685 Adult Exercise Program-Implementation | | 3 |
| PAES 605 Health Counseling | | 3 |
| PAES 612 Alcohol and Drug Education | | 3 |
| PAES 637 Health Agencies | | 3 |
| PAES 651 Health Program Planning | | 3 |
| PAES 652 Health Promotion in the Workplace | | 3 |
| PAES 704 Evaluation of Health Programs | | 3 |
| PAES 703 Health Behavior Change in Adulthood | | 3 |

PLANNING OF INTERNSHIP

The quarter **before** you plan to enroll in PAES 589.02:

2. By the fifth week, complete the “Proposal for Health Promotion Internship.” Meet with faculty advisor to discuss how different Internship sites may relate to your professional goals and competencies.
3. Between the fifth and ninth week the student should actively pursue an appropriate Internship setting. In consultation with faculty supervisor, the student should arrange interviews with prospective agency supervisors and share a copy of the “Proposal for Internship” to guide the discussion. The goal of the interview is to determine if student objectives can be achieved and if the agency supervisor can accommodate the student. If necessary, the student may revise objectives.
4. After the student and agency supervisor have successfully negotiated objectives for the student, agency supervisor and faculty advisor should sign the Internship the “Proposal for Internship”.

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INTERNSHIP CONTRACT

The quarter you enroll in PAES 589.02:

5. By the end of the first week, the student and agency supervisor should establish a written contract to include:
 - A. Work schedule (35-40 hours per week)
 - B. List of Internship objectives for the student
 - C. Specific Health Promotion responsibilities
 - D. Description of Internship project to be completed
 - E. Procedures for reviewing weekly logs

INTERNSHIP PROJECT DESCRIPTION:

The Internship project requires the student to produce a written document that meets a Health Promotion need of the agency. Examples include conducting needs assessment, developing new Health Promotion materials or programs, etc. This project requires the written approval of the agency supervisor, the student and the faculty advisor.

INTERNSHIP APPROVAL:

6. The completed contract must be discussed and approved by the Health Promotion Faculty Advisor during the second week of the quarter. The Internship officially begins when signed by the faculty advisor.

PROGRESS REPORTS:

7. Every two weeks student turns in two weekly logs to faculty supervisor.

MID-TERM EVALUATION:

8. Student and agency supervisor review mid-term evaluation completed by the agency supervisor. This is to be completed during week 8 of the term. The completed evaluation is then sent to faculty supervisor.

FINAL INTERNSHIP REPORT:

9. By the end of quarter the student is responsible for submitting the following to the Internship faculty advisor:
 - A. Weekly work logs
 - B. Summary report of the Internship experience
 - C. Evaluation of Internship objectives
 - D. Evaluation by the student's preceptor
 - E. Copy of the Internship project

PROPOSAL FOR HEALTH PROMOTION INTERNSHIP

NAME: _____

DATE: _____

PHONE: _____

SS#: _____

TRANSPORTATION AVAILABLE TO OFF-CAMPUS INTERNSHIP SITE _____

ADDRESS: _____

PREREQUISITES:

Signature of Academic Advisor to verify that all Program requirements have been completed prior to application for internship.

Academic Advisor

Date

This signature verifies that the academic advisor has reviewed the applicants' academic record and has confirmed that all course requirements were successfully completed.

PROFESSIONAL GOALS:

PROPOSAL FOR HEALTH PROMOTION INTERNSHIP (cont.)

DESCRIBE THE TYPE OF INTERNSHIP EXPERIENCE YOU SEEK:

SPECIFIC INTERNSHIP SITES CONSISTENT WITH YOUR PROFESSIONAL GOALS:

THE OHIO STATE UNIVERSITY

Health Promotion Internship Contract

Agency _____

Address _____ Phone _____

This contract outlines the specific professional activities in which the student will be involved during the course of the internship.

1. Schedule (Hours/Days of Week):

2. Orientation Activities:

3. Health Promotion Responsibilities:

4. Health Promotion Project: (attach project proposal to application)

Any significant change in scope of work must be discussed with all parties involved, and the contract accordingly amended.

Student Phone Date

Agency Supervisor Phone Date

Faculty Supervisor Phone Date

WEEKLY INTERNSHIP LOG
HEALTH PROMOTION
(Sample)

Student _____

Agency _____

Week Number _____

Hours Worked M _____ T _____ W _____ R _____ F _____

Activities

1. *Met with supervisor to develop recruitment strategy for smoking cessation program.*
2. *Conducted literature search on effective smoking cessation programs.*
3. *Contacted 10 local businesses to identify possible sites.*
4. *Attended a planning meeting on upcoming budget review.*
5. *Meet with committee for planning of annual health conference.*

Observations

1. *Planning for conference requires more lead-time than I thought.*
2. *Three of ten businesses contacted are potentially interested.*
3. *Some companies felt they were doing enough for employee health.*
4. *Many smoking cessation programs available need to choose more feasible one.*
- 5.

Planning For Next Week

1. *Meet with personal department of each interested company.*
2. *Meet with supervisor to select smoking cessation program.*
3. *Contact guest speakers for conference.*
4. *Make reservations for conference meeting rooms and A/V equipment.*
- 5.

**WEEKLY INTERNSHIP LOG
HEALTH PROMOTION**

Student _____ Agency _____

Week Number _____

Hours Worked M _____ T _____ W _____ R _____ F _____

Activities

- 1.
- 2.
- 3.
- 4.
- 5.

Observations

- 1.
- 2.
- 3.
- 4.
- 5.

Planning For Next Week

- 1.
- 2.
- 3.
- 4.
- 5.

THE OHIO STATE UNIVERSITY
Health Promotion Program
MIDTERM Agency Assessment of Student Performance

Student Name: _____

Agency Supervisor: _____

Title: _____

Agency: _____

Agency Address: _____

City, State, Zip: _____

Phone: _____

Dates of Placement: _____

Please evaluate the student's performance by placing a check mark in the appropriate boxes, using as a basis the work that you have observed the student doing.

KNOWLEDGE:

| | Excellent | Good | Fair | Poor | N/A |
|--|-----------|------|------|------|-----|
| Of scientific basis for health promotion/disease prevention | | | | | |
| Of methods to assess & analyze health needs of the community target population | | | | | |
| Of appropriate theories/models of behavior change | | | | | |
| Of individual, small and/or large group Health Promotion strategies | | | | | |
| Of relevant public health policies and practices at the state, federal and local level | | | | | |
| Of community resources | | | | | |
| Of models for designing and implementing Health Promotion programs | | | | | |
| Of effective management practices such as planning, budgeting, marketing, staffing | | | | | |
| Of effective methods of program evaluation | | | | | |

MIDTERM AGENCY ASSESSMENT OF STUDENT PERFORMANCE (cont.)

SKILLS

| | Excellent | Good | Fair | Poor | N/A |
|--|-----------|------|------|------|-----|
| Able to identify problem/assess client interest and need | | | | | |
| Formulates educational/service goals and objectives | | | | | |
| Selects educational or service strategies to the situation | | | | | |
| Delivers service or educational program effectively to clients | | | | | |
| Makes Optimum use of available service/resources | | | | | |
| Develops measures to evaluate program effectively | | | | | |
| Prepares appropriate reports/maintenance records | | | | | |
| Plans and organizes time effectively | | | | | |
| Accomplishes assigned tasks with a minimum of supervision | | | | | |
| Makes sound decisions, using good judgment and common sense | | | | | |
| Produces accurate, thorough work | | | | | |
| Expresses self well in oral and written work | | | | | |
| Follows policies and procedures | | | | | |
| Other (Comments) | | | | | |

RELATIONSHIP WITH STAFF/CLIENTS

| | Excellent | Good | Fair | Poor | N/A |
|---|-----------|------|------|------|-----|
| Works harmoniously with professional colleagues | | | | | |
| Works harmoniously with clerical staff | | | | | |
| Works harmoniously with representatives of other agencies | | | | | |
| Participates effectively with group situations | | | | | |
| Able to communicate effectively with clients | | | | | |
| Other (Comments) | | | | | |

MIDTERM AGENCY ASSESSMENT OF STUDENT PERFORMANCE (Cont.)

PERSONAL TRAITS AND ATTITUDES

| | Excellent | Good | Fair | Poor | N/A |
|---|-----------|------|------|------|-----|
| Possesses emotional stability and maturity | | | | | |
| Is mentally active and attentive | | | | | |
| Shows leadership qualities | | | | | |
| Shows interest & enthusiasm for assigned activities | | | | | |
| Recognizes own strengths and weaknesses | | | | | |
| Responds positively to supervision | | | | | |
| Other (Comments) | | | | | |

POTENTIAL

| | Excellent | Good | Fair | Poor | N/A |
|---|-----------|------|------|------|-----|
| Shows potentialities of becoming an effective agency employee | | | | | |
| Has potential for contributing to profession | | | | | |
| Has potential for supervisory & administrative work | | | | | |
| Comments: | | | | | |

Recommended grade

Circle one A A- B+ B B- C+ C C- D+ D E

Signature _____

Date _____

**THE OHIO STATE UNIVERSITY
Health Promotion and Program
STUDENT SELF-ASSESSMENT OF INTERNSHIP**

Student Name: _____

Agency Supervisor: _____

Title: _____

Agency: _____

Agency Address: _____

City, State, Zip: _____

Phone: _____

Dates of Placement: _____

Please evaluate your performance by placing a check mark in the appropriate boxes, using as a basis what you have accomplished rather than what you may be able to do.

KNOWLEDGE:

| | Excellent | Good | Fair | Poor | N/A |
|--|-----------|------|------|------|-----|
| Of scientific basis for health promotion/disease prevention | | | | | |
| Of methods to assess & analyze health needs of the community target population | | | | | |
| Of appropriate theories/models of behavior change | | | | | |
| Of individual, small and/or large group Health Promotion strategies | | | | | |
| Of relevant public health policies and practices at the state, federal and local level | | | | | |
| Of community resources | | | | | |
| Of models for designing and implementing Health Promotion programs | | | | | |
| Of effective management practices such as planning, budgeting, marketing, staffing | | | | | |
| Of effective methods of program evaluation | | | | | |

STUDENT SELF-ASSESSMENT OF INTERNSHIP (cont.)

SKILLS

| | Excellent | Good | Fair | Poor | N/A |
|--|-----------|------|------|------|-----|
| Able to identify problem/assess client interest and need | | | | | |
| Formulates educational/service goals and objectives | | | | | |
| Selects educational or service strategies to the situation | | | | | |
| Delivers service or educational program effectively to clients | | | | | |
| Makes optimum use of available service/resources | | | | | |
| Develops measures to evaluate program effectively | | | | | |
| Prepares appropriate reports/maintenance records | | | | | |
| Plans and organizes time effectively | | | | | |
| Accomplishes assigned tasks with a minimum of supervision | | | | | |
| Makes sound decisions, using good judgment and common sense | | | | | |
| Produces accurate, thorough work | | | | | |
| Expresses self well in oral and written work | | | | | |
| Follows policies and procedures | | | | | |
| Other (Comments) | | | | | |

RELATIONSHIP WITH STAFF/CLIENTS

| | Excellent | Good | Fair | Poor | N/A |
|---|-----------|------|------|------|-----|
| Works harmoniously with professional colleagues | | | | | |
| Works harmoniously with clerical staff | | | | | |
| Works harmoniously with representatives of other agencies | | | | | |
| Participates effectively with group situations | | | | | |
| Able to communicate effectively with clients | | | | | |
| Other (Comments) | | | | | |

**THE OHIO STATE UNIVERSITY
Health Promotion Program
Student Self-Assessment of Internship**

**HEALTH AGENCY EVALUATION FORM
To be completed by student**

Student Name: _____

Agency Supervisor: _____

Title: _____

Agency: _____

Agency Address: _____

City, State, Zip: _____

Phone: _____

Dates of Placement: _____

NUMBER OF HOURS WORKED PER WEEK: _____

1. Description of duties and responsibilities:

2. Did this internship provide you with a good learning experience?

A. What experience(s) were most helpful? Why?

B. What experience(s) were least helpful? Why?

3. Do you feel you received adequate supervision and guidance from your agency supervisor?

4. What feedback or recommendations do you have to improve the internship experience at the placement facility?

5. Would you recommend other students use this placement facility?

6. Other comments:

THE OHIO STATE UNIVERSITY
Health Promotion Program
FINAL Agency Assessment of Student Performance

Student Name: _____

Agency Supervisor: _____

Title: _____

Agency: _____

Agency Address: _____

City, State, Zip: _____

Phone: _____

Dates of Placement: _____

Please evaluate the student's performance by placing a check mark in the appropriate boxes, using as a basis the work that you have observed the student doing.

KNOWLEDGE:

| | Excellent | Good | Fair | Poor | N/A |
|--|-----------|------|------|------|-----|
| Of scientific basis for health promotion/disease prevention | | | | | |
| Of methods to assess & analyze health needs of the community target population | | | | | |
| Of appropriate theories/models of behavior change | | | | | |
| Of individual, small and/or large group Health Promotion strategies | | | | | |
| Of relevant public health policies and practices at the state, federal and local level | | | | | |
| Of community resources | | | | | |
| Of models for designing and implementing Health Promotion programs | | | | | |
| Of effective management practices such as planning, budgeting, marketing, staffing | | | | | |
| Of effective methods of program evaluation | | | | | |

FINAL AGENCY ASSESSMENT OF STUDENT PERFORMANCE (cont.)

SKILLS

| | Excellent | Good | Fair | Poor | N/A |
|--|-----------|------|------|------|-----|
| Able to identify problem/assess client interest and need | | | | | |
| Formulates educational/service goals and objectives | | | | | |
| Selects educational or service strategies to the situation | | | | | |
| Delivers service or educational program effectively to clients | | | | | |
| Makes Optimum use of available service/resources | | | | | |
| Develops measures to evaluate program effectively | | | | | |
| Prepares appropriate reports/maintenance records | | | | | |
| Plans and organizes time effectively | | | | | |
| Accomplishes assigned tasks with a minimum of supervision | | | | | |
| Makes sound decisions, using good judgment and common sense | | | | | |
| Produces accurate, thorough work | | | | | |
| Expresses self well in oral and written work | | | | | |
| Follows policies and procedures | | | | | |
| Other (Comments) | | | | | |

RELATIONSHIP WITH STAFF/CLIENTS

| | Excellent | Good | Fair | Poor | N/A |
|---|-----------|------|------|------|-----|
| Works harmoniously with professional colleagues | | | | | |
| Works harmoniously with clerical staff | | | | | |
| Works harmoniously with representatives of other agencies | | | | | |
| Participates effectively with group situations | | | | | |
| Able to communicate effectively with clients | | | | | |
| Other (Comments) | | | | | |

FINAL AGENCY ASSESSMENT OF STUDENT PERFORMANCE (Cont.)

PERSONAL TRAITS AND ATTITUDES

| | Excellent | Good | Fair | Poor | N/A |
|---|-----------|------|------|------|-----|
| Possesses emotional stability and maturity | | | | | |
| Is mentally active and attentive | | | | | |
| Shows leadership qualities | | | | | |
| Shows interest & enthusiasm for assigned activities | | | | | |
| Recognizes own strengths and weaknesses | | | | | |
| Responds positively to supervision | | | | | |
| Other (Comments) | | | | | |

POTENTIAL

| | Excellent | Good | Fair | Poor | N/A |
|---|-----------|------|------|------|-----|
| Shows potentialities of becoming an effective agency employee | | | | | |
| Has potential for contributing to profession | | | | | |
| Has potential for supervisory & administrative work | | | | | |
| Comments: | | | | | |

Recommended grade

Circle one A A- B+ B B- C+ C C- D+ D E

Signature _____

Date _____

Students enrolled in the Health Promotion Strand Internship are required to adhere to the SOPHE Code of Ethics in all matters professional. The code is listed below.

Society of Public Health Education:

Code of Ethics for the Health Education Profession

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, organizational, and community health. Guided by common ideals, Health Educators are responsible for upholding the integrity and ethics of the profession as they face the daily challenges of making decisions. By acknowledging the value of diversity in society and embracing a cross-cultural approach, Health Educators support the worth, dignity, potential, and uniqueness of all people. The Code of Ethics provides a framework of shared values within which Health Education is practice. The Code of Ethics is grounded in fundamental ethical principles that underlie all health care services: respect for autonomy, promotion of social justice, active promotion of good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work. Regardless of job title, professional affiliation, work setting, or population served, Health Educators abide by these guidelines when making professional decisions.

Article I: Responsibility to the Public

A Health Educator's ultimate responsibility is to educate people for the purpose of promoting, maintaining, and improving individual, family, and community health. When a conflict of issues arises among individuals, groups, organizations, agencies, or institutions, health educators must consider all issues and give priority to those that promote wellness and quality of living through principles of self-determination and freedom of choice for the individual.

Section 1: Health Educators support the right of individuals to make informed decisions regarding health, as long as such decisions pose no threat to the health of others.

Section 2: Health Educators encourage actions and social policies that support and facilitate the best balance of benefits over harm for all affected parties.

Section 3: Health Educators accurately communicate the potential benefits and consequences of the services and programs with which they are associated.

Section 4: Health Educators accept the responsibility to act on issues that can adversely affect the health of individuals, families, and communities.

Section 5: Health Educators are truthful about their qualifications and the limitations of their expertise and provide services consistent with their competencies.

Section 6: Health Educators protect the privacy and dignity of individuals.

Section 7: Health Educators actively involve individuals, groups, and communities in the entire educational process so that all aspects of the process are clearly understood by those who may be affected.

Section 8: Health Educators respect and acknowledge the rights of others to hold diverse values, attitudes, and opinions.

Section 9: Health Educators provide services equitably to all people.

Article II: Responsibility to the Profession

Health Educators are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues

Section 1: Health Educators maintain, improve, and expand their professional competence through continued study and education; membership, participation, and leadership in professional organizations; and involvement in issues related to the health of the public.

Section 2: Health Educators model and encourage nondiscriminatory standards of behavior in their interactions with others.

Section 3: Health Educators encourage and accept responsible critical discourse to protect and enhance the profession.

Section 4: Health Educators contribute to the development of the profession by sharing the processes and outcomes of their work.

Section 5: Health Educators are aware of possible professional conflicts of interest, exercise integrity in conflict situations, and do not manipulate or violate the rights of others.

Section 6: Health Educators give appropriate recognition to others for their professional contributions and achievements

Article III: Responsibility to Employers

Health Educators recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

Section 1: Health Educators accurately represent their qualifications and the qualifications of others whom they recommend.

Section 2: Health Educators use appropriate standards, theories, and guidelines as criteria when carrying out their professional responsibilities.

Section 3: Health Educators accurately represent potential service and program outcomes to employers.

Section 4: Health Educators anticipate and disclose competing commitments, conflicts of interest, and endorsement of products.

Section 5: Health Educators openly communicate to employers, expectations of job-related assignments that conflict with their professional ethics.

Section 6: Health Educators maintain competence in their areas of professional practice.

Article IV: Responsibility in the Delivery of Health Education

Health Educators promote integrity in the delivery of health education. They respect the rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to the needs of diverse populations and communities.

Section 1: Health Educators are sensitive to social and cultural diversity and are in accord with the law, when planning and implementing programs.

Section 2: Health Educators are informed of the latest advances in theory, research, and practice, and use strategies and methods that are grounded in and contribute to development of professional standards, theories, guidelines, statistics, and experience.

Section 3: Health Educators are committed to rigorous evaluation of both program effectiveness and the methods used to achieve results.

Section 4: Health Educators empower individuals to adopt healthy lifestyles through informed choice rather than by coercion or intimidation.

Section 5: Health Educators communicate the potential outcomes of proposed services, strategies, and pending decisions to all individuals who will be affected.

Article V: Responsibility in Research and Evaluation

Health Educators contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

Section 1: Health Educators support principles and practices of research and evaluation that do no harm to individuals, groups, society, or the environment.

Section 2: Health Educators ensure that participation in research is voluntary and is based upon the informed consent of the participants.

Section 3: Health Educators respect the privacy, rights, and dignity of research participants, and honor commitments made to those participants.

Section 4: Health Educators treat all information obtained from participants as confidential unless otherwise required by law.

Section 5: Health Educators take credit, including authorship, only for work they have actually performed and give credit to the contributions of others.

Section 6: Health Educators who serve as research or evaluation consultants discuss their results only with those to whom they are providing service, unless maintaining such confidentiality would jeopardize the health or safety of others.

Section 7: Health Educators report the results of their research and evaluation objectively, accurately, and in a timely fashion.

Article VI: Responsibility in Professional Preparation

Those involved in the preparation and training of Health Educators have an obligation to accord learners the same respect and treatment given other groups by providing quality education that benefits the profession and the public.

Section 1: Health Educators select students for professional preparation programs based upon equal opportunity for all, and the individual's academic performance, abilities, and potential contribution to the profession and the public's health.

Section 2: Health Educators strive to make the educational environment and culture conducive to the health of all involved, and free from sexual harassment and all forms of discrimination.

Section 3: Health Educators involved in professional preparation and professional development engage in careful preparation; present material that is accurate, up-to-date, and timely; provide reasonable and timely feedback; state clear and reasonable expectations; and conduct fair assessments and evaluations of learners.

Section 4: Health Educators provide objective and accurate counseling to learners about career opportunities, development, and advancement, and assist learners secure professional employment.

Section 5: Health Educators provide adequate supervision and meaningful opportunities for the professional development of learners.