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From	Department of Healthcare Professions/ Ministry of Public Health
To	<ul style="list-style-type: none">• All licensed Healthcare Practitioners in the State of Qatar (Governmental/Private)• All licensed healthcare facilities / focal points in the State of Qatar
Subject	Approval of new scopes within the Allied Health Practitioner scopes list
Date	26 May 2022

Greetings from Ministry of Public Health,

In the Department of Healthcare Professions' pursuit (DHP) to cope up with the best regional and international practices in the field of the registration/licensing, and in order to ensure the quality and safety of healthcare services provided to Qatari society while responding to some incoming requests to regulate new scopes, the following scopes have been added to the list of Allied Health professions approved by the Department, specifying the scope of practice and registration/licensing requirements.

- Genetic counselor
- Health and Wellness Educator

For all information regarding the registration/licensing requirements and the scope of practice, please check the attachments

Thank you for your cooperation

Department of Healthcare Professions /Ministry of Public Health

For inquiries, please contact the following emails:
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CRITERIA FOR NATIONAL REGISTRATION REQUIREMENTS

GENETIC COUNSELORS

Criteria	Genetic Counsellor
Definition	Genetic counselors are specialized healthcare professionals with graduate degrees and specialized clinical training in the areas of medical genetics and genetic counseling. Their expertise allows them to perform risk assessment of personal and family histories, order appropriate genetic testing based on personal and family histories, counsel patients and their families about genetic risk and hereditary conditions/diseases, interpret genetic testing results and explain their implications to patients and their families, facilitate testing for at-risk family members, and make necessary referrals to other services.
Practice Settings	Genetic Counselors practice in a variety of settings, including: <ul style="list-style-type: none"> • Clinical settings (public or private) such as hospitals, health centers, and clinics • Laboratory settings • Industry settings such as genetic testing companies • Education and research settings • Policy-making settings
Education	<ul style="list-style-type: none"> • Bachelor's degree in science or in a healthcare field <p>AND</p> <p>Master's degree in Genetic Counseling with at least two years of clinical training in a recognized Genetic Counseling program</p> <p>AND</p> <ul style="list-style-type: none"> • Board certification or board eligibility for graduates of accredited programs with applicable credentialing from the ABGC (USA), CBGC (Canada), HGSA (Australia), GCRB (UK), or EBMG (Europe), or any other country-specific Board of Genetic Counseling. <p>** Qatar University Genetic Counseling graduates are exempted from board certification or board eligibility</p>

<p>Scope of Practice</p>	<p>The Scope of Practice of Genetic Counselors includes but is not limited to the following tasks:</p> <ul style="list-style-type: none"> • Manage own caseload of patients, assessing which genetic tests are most appropriate for each patient and referring patients for appropriate screening. • Provide non-directive prenatal, pediatric, and adult genetic counseling, including cancer, premarital, and preconception genetic counseling. • Collect and analyze patient data during diagnostic discussions, which include natural history, mode of inheritance, plan of care, genetic testing, and/or prenatal testing options, and provide tailored support to ensure informed decision making. • Obtain and analyze medical histories and results of investigations and consultations in the context of socio-cultural, psychodynamic, and ethical issues. • Calculate risk (e.g., carrier risk, recurrence risk) while incorporating information such as medical history, family history, the availability of genetic testing, as well as relevant test results using advanced statistical calculations (e.g., Bayesian analysis). • Arrange and initiate genetic, medical, and/or diagnostic testing for patients, as well as predictive/carrier testing for their relatives. • Use independent judgment to critically appraise published and unpublished data regarding testing options for a specific disorder and incorporate it into genetic counseling and follow-up plan. • Order appropriate genetic testing and basic metabolic workup independently based on personal and family histories, interpret genetic testing results and explain their implications to patients and their families, facilitate testing for at-risk family members, and make necessary referrals to other services. • Develop a genetic assessment and counseling care plan in collaboration with the patient, their family, and the healthcare team, as well as liaise with relevant community agencies and resources to ensure appropriate follow-up and support. • Help patients adapt to their condition to have a better quality of life and provide counseling for psychosocial and ethical issues raised by patients and their relatives in relation to their genetic diagnosis. • Address issues of loss and bereavement to assist patients and their families in making the best possible adjustment to an affected family member and/or the risk of occurrence or recurrence of that disorder in other family members in accordance with the religious and cultural beliefs of each family. • Assess the risk factors of pathological adaptation and arrange a referral to a mental health specialist as needed. • Assess patients' medical, financial, emotional, and social needs, incorporate these variables into genetic counseling care plans, and serve as the patients' advocate. • Provide written consultation summary letters to physicians, healthcare providers, and patients/families when indicated, as well as referral letters to consultative services. Develop standard genetic counseling chart notes, summaries, and letters for various genetic conditions. • Redirect referrals as indicated in consultation with referring physicians and clinical geneticists. • Follow up on results of requested tests, disclose results to patients, and help them understand and adapt to the medical, psychosocial, and familial implications of genetic testing results. • Review cases for further evaluation and ensure continuity of patient care. • Keep and regularly update appropriate patient records in accordance with Good Clinical Practice policies and maintain confidentiality. • Work effectively with other healthcare staff as part of a multidisciplinary team. • Take part in clinical research and present findings. • Mentor junior genetic counselors, genetic counseling assistants, and genetic counseling students and trainees. • Mentor, train, and offer clinical supervision to other medical and nursing staff who are using genetic technologies in their work. • Take part in teaching and be involved in the academic training of genetic counseling master's students. • Use skills to support genetic testing in areas such as cancer, cardiology, neurology, ophthalmology, and reproductive medicine, along with specialist teams. • Represent the genetic counseling profession in local and international conferences and platforms.
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Licensure	Genetic Counselors (of all levels) must apply for licensure to the Department of Healthcare Professions (DHP).
Experience	<ul style="list-style-type: none"> • For overseas candidates - At least 2 years of work experience in genetic counseling (if board certified) after completion of a clinical master's degree in Genetic Counseling in a recognized genetic counseling program • At least 4 years of work experience in genetic counseling (if board eligible) after completion of a clinical master's degree in Genetic Counseling in a recognized genetic counseling program • For Qatari Nationals, Qatar Universities graduates, offspring of Qatari women, or offspring of residents, please refer to the DHP Circular No.24/2020
Competency validation	<ul style="list-style-type: none"> • Passing the DHP licensing examination (if applicable), unless exempted, please refer to Circular No.24/2020, and the qualifying examination policy at the following link: https://dhp.moph.gov.qa/en/Documents/Qualifying%20Examination%20Policy.pdf • Verification of the educational qualifications and relevant graduate clinical experience.
Other Requirements for Evaluation & Registration	<ul style="list-style-type: none"> • Refer to the DHP requirements for license Registration/Evaluation https://dhp.moph.gov.qa/en/Pages/HowToRegisterToPracticeInQatar.aspx
Requirements for License renewal	<ul style="list-style-type: none"> • Refer to the DHP requirements for license Renewal https://dhp.moph.gov.qa/en/Pages/HowToRegisterToPracticeInQatar.aspx
<p>Note: Applicant with break from practice, please see the DHP "Break from Practice Policy" at the following link:</p> <p>https://dhp.moph.gov.qa/en/Documents/Policy%20on%20Break%20from%20Practice.pdf</p>	

Genetic Counsellor - Scope of Practice

INTRODUCTION

The Accreditation Council for Genetic Counseling (ACGC) has defined the practice-based competencies for genetic counselors. These are twenty-two practice-based competencies that an entry-level provider must demonstrate to practice as a genetic counselor successfully. It provides guidance for the training of genetic counselors and an assessment for the maintenance of competency of practicing genetic counselors. The didactic and experiential components of a genetic counseling training curriculum and maintenance of competency for providers must support the development of competencies categorized in the following domains: (I) Genetics Expertise and Analysis; (II) Interpersonal, Psychosocial and Counseling Skills; (III) Education; and (IV) Professional Development & Practice. These domains describe the minimal skill set of a genetic counselor, which should be applied across practice settings.

The Genetic Counselor Scope of Practice uses a competency framework built on the following five domains:

1. Professional and Ethical Practice
1. Clinical Practice
2. Leadership and Management
3. Education, Learning, and Development
4. Research and Improvement

Each domain is described through competency standards and performance criteria that define the requirements for practice demanded of the Genetic Counselors. This document is to be used as a foundation for all Genetic Counselor roles, professional development, and performance appraisal.

STATEMENT OF PURPOSE

The purpose of this document is to define the scope of practice for Genetic Counselors in Qatar and to:

- (a) Describe the services offered by qualified Genetic Counselors.
- (b) Define the professional accountability, required competencies, and scope of ethical and legal practice of the Genetic Counselors in relation to patients, families, other members of the multidisciplinary team, community, and society.
- (c) Serve as a reference for license regulating authorities and governing professional healthcare.

DEFINITION OF GENETIC COUNSELING

Genetic counseling is a communication process that deals with the human problems associated with the occurrence, or the risk of occurrence, of a genetic disorder, birth defect, or intellectual disability in a family. This process involves an attempt by one or more appropriately trained professionals to help an individual or family: a) eliciting and interpreting individual and family medical, developmental, and reproductive histories; b) determining the mode of inheritance and risk of occurrence and recurrence of genetic conditions and birth defects; c) explaining the etiology, natural history, diagnosis, and management of these conditions; d) ordering appropriate genetic testing, interpreting and explaining the results of genetic tests and other diagnostic studies; e) performing a psychosocial assessment to identify emotional, social, educational, and cultural issues; f) evaluating the patient's and/or family's responses to the condition or risk of occurrence; g) providing patient-centered counseling and anticipatory guidance; h) promoting informed decision-making about testing, management, reproduction, and communication with family members; i) identifying and using community resources that provide medical and educational support.

DEFINITION OF GENETIC COUNSELORS

Genetic Counselors are specialized healthcare professionals with graduate degrees and specialized clinical training in the areas of medical genetics and genetic counseling that are usually offered by recognized accredited programs. Their expertise and experience allow them to facilitate the following clinical tasks: risk assessment of personal and family histories, counseling of patients and their families about genetic risk and hereditary conditions/diseases, ordering appropriate genetic testing based on personal and family histories, interpreting genetic testing results and explaining their implications to patients and their families, facilitating testing for at-risk family members, and making necessary referrals to other services.

PROFESSIONAL ROLES AND ACTIVITIES

The clinical practice of a Genetic Counselor encompasses genetic counseling services and supportive roles in research and education in the field of genetic medicine. Genetic Counselors function as a community resource by liaising with the public and striving to improve the genetic health of individual populations through the discovery, application, and communication of genetic knowledge.

The tasks of Genetic Counselors include but are not limited to:

- Managing own caseload of patients, assessing which genetic tests are most appropriate for each patient, and referring patients for appropriate screening.
- Providing non-directive prenatal, pediatric, and adult genetic counseling, including cancer, premarital, and preconception genetic counseling.
- Collect and analyze patient data during diagnostic discussions, which include natural history, mode of inheritance, plan of care, genetic testing and/or prenatal testing options, and providing tailored support to ensure informed decision making.
- Obtaining and analyzing medical histories, results of investigations, and consultations, in the context of socio-cultural, psychodynamic, and ethical issues.
- Calculate risk (e.g., carrier risk, recurrence risk) while incorporating information such as medical history, family history, the availability of genetic testing, as well as relevant test results using advanced statistical calculations (e.g., Bayesian analysis).
- Using independent judgment to critically appraise published and unpublished data regarding testing options for a specific disorder and incorporates this appraisal into genetic counseling and follow-up plan.
- Ordering appropriate genetic testing and basic metabolic workup independently based on personal and family

history, interpreting genetic testing results and explaining their implications to patients and their families, facilitating testing for at-risk family members, and making necessary referrals to other services.

- Arranging and initiating genetic, medical, and/or diagnostic testing of patients as well as testing of relatives.
- Developing a genetic assessment and counseling care plan in collaboration with the patient, their family, and the healthcare team, as well as liaising with relevant community agencies and resources to ensure appropriate follow-up and support.
- Helping patients adapt to their condition to have a good quality of life and providing counseling for any psychological and ethical issues raised by patients and their relatives.
- Addressing issues of loss and bereavement to assist patients and their families in making the best possible adjustment to an affected family member and/or the risk of occurrence or recurrence of that disorder in other family members in accordance with the religious beliefs of each family.
- Assessing the risk factor of pathological adaptation and recognizing when a referral to a mental health specialist is needed.
- Assessing patients' medical, financial, emotional, and social needs, incorporating these variables into genetic counseling care plans, and serving as the patients' advocate.
- Providing written consultation summary letters to physicians, healthcare providers, and patients/families when indicated, as well as referral letters to consultative services.
- Developing standard genetic counseling summaries and letters for various genetic conditions.
- Redirecting referrals as indicated in consultation with referring physicians and clinical geneticists.
- Following up on results of requested tests, disclosing results to patients, and helping them understand and adapt to the medical, psychological, and familial implications of genetic testing results.
- Reviewing cases for further evaluation and ensuring continuity of patient care.
- Keeping and regularly updating appropriate patient records in accordance with Good Clinical Practice policies and maintaining confidentiality.
- Working effectively with other healthcare staff as part of a multidisciplinary team.
- Conducting research and presenting findings.
- Mentoring junior genetic counselors, genetic counseling assistants, and genetic counseling students and trainees.
- Mentoring, training, and supervising other medical and nursing staff who are using genetic technologies in their work.
- Taking part in teaching and being involved in the academic training of genetic counseling master's students.
- Using their skills to support genetic testing in areas such as cancer, cardiology, neurology, ophthalmology, and reproductive medicine along with specialist teams.
- Representing the genetic counseling profession in local and international conferences and platforms.

COMPETENCY FRAMEWORK

1. DOMAIN ONE: PROFESSIONAL AND ETHICAL PRACTICE

This domain defines the professional accountability and scope of ethical and legal practice of Genetic Counselors in relation to patients, families, members of the healthcare team, community, and society.

1.1 Competency Standard: Accountability

Accepts accountability for own actions, decision-making, and related outcomes.

Performance Criteria:

- 1.1.3 Demonstrates accountability for own professional judgments, actions, outcomes of care and continued competence in accordance with Qatari laws and regulations and the Scope of Practice.
- 1.1.4 Records all relevant information, truthfully and fully, concerning care provided and, where appropriate, retaining records for the time specified by the local jurisdiction.
- 1.1.5 Reports, when necessary, truthfully, and fully to the patient's primary health care provider, to the health care system, and/or to the appropriate social services.
- 1.1.6 Works within the limits of own competence and the Scope of Practice boundaries.
- 1.1.7 Seeks appropriate guidance when encountering situations beyond the limits of own competence and the Scope of Practice.
- 1.1.8 Acknowledges and respects the accountability and responsibilities of other healthcare professionals and personnel.
- 1.1.9 Takes accountability for the delegation of aspects of care delivery.
- 1.1.10 Participates in activities to optimize patient access to the full range of services required for effective healthcare.
- 1.1.11 Assumes accountability for improving the quality and effectiveness of healthcare services provided.

1.2 Competency Standard: Ethical Practice

Genetic Counselors are to act in accordance with the ethical, legal, and philosophical principles and values of the genetic counseling profession and the policies set by the regulating body, accreditation board and one's institution or organization.

Performance Criteria:

- 1.2.1 Engage in ethical decision-making with respect to own professional responsibilities or where ethical issues affect healthcare delivery or clinical decision-making.
- 1.2.2 Preserves patient confidence by respecting their privacy, autonomy, dignity, and confidentiality.
- 1.2.3 Recognize and respond to ethical and moral dilemmas arising in practice and liaises and collaborate with other healthcare professionals and personnel to ensure the ethical practice is maintained.
- 1.2.4 Maintains confidentiality and makes every reasonable effort to ensure the security of written, verbal, and electronic patient information.
- 1.2.5 Respects the patient's right to be fully informed, promoting their autonomy and context for self-determination, assent, and informed consent.
- 1.2.6 Acts sensitively and fairly, considering diversity, including cultural and religious beliefs, race, age, gender, physical and mental state, and other relevant factors.
- 1.2.7 When appropriate, healthcare practice where the quality of patient care or safety of healthcare professionals is at risk and where the quality-of-care warrants improvement; acts where the safety of care is compromised and where necessary reports observed activity that may be risking the patient quality of life.
- 1.2.8 Demonstrates professional integrity in matters where a conflict of interest could be construed.

1.3 Competency Standard: Legal Implications

Genetic Counselors shall always practice in accordance with relevant legislative, regulatory and policy guidelines.

Performance Criteria:

- 1.3.1 Practices in accordance with agreed policies and procedures.
- 1.3.2 Practices in accordance with relevant laws and regulations and within the legal framework of the respective geopolitical regions or settings.
- 1.3.3 Maintains valid registration and licensure to practice in Qatar.
- 1.3.4 Recognizes and acts upon breaches of laws and regulations relating to the professional role.

1.3.5 DOMAIN TWO: CLINICAL PRACTICE

This domain encompasses the key principles of Genetic Counselors' role in providing an evidence-based and current approach to genetic counseling practices through various means, including counseling, teaching, patient information fact sheets, curriculum development, and campaigns.

1.1 Competency Standard: Genetics Expertise

Performance Criteria:

- 1.1.1 Utilizes understanding and knowledge of genetics and genomics concepts and principles in professional practice.
- 1.1.2 Proficiently uses pedigree symbols, standard annotations, and nomenclatures to draw relevant, detailed pedigrees.
- 1.1.3 Investigate the availability, analytic validity, clinical validity, and clinical utility of screening, diagnostic and predictive genetic/genomic tests.
- 1.1.4 Orders appropriate genetic testing based on personal and family histories
- 1.1.5 Interprets complex genetic or genomic test reports to provide clinical diagnosis and consultation and implications on patient management and family screening.
- 1.1.6 Identifies and discusses the expected benefits, risks, limitations, and costs of available/recommended genetic/genomic testing for patients.
- 1.1.7 Applies knowledge of current evidence-based findings obtained from personal learning and professional development in genetic counseling g services.
- 1.1.8 Provides follow-up services as required.

1.2 Competency Standard: Professional Conduct Principles

Adheres to a standard of reasonable care set by the Code of Professional Conduct principles below.

Performance Criteria:

- 1.2.1 Acts with due diligence.
- 1.2.2 Preserves the confidentiality of patients.
- 1.2.3 Reports accurately and entirely to other members of the healthcare team.
- 1.2.4 Exercises independent judgment and avoids conflicts of interest.
- 1.2.5 Maintains personal integrity.
- 1.2.6 Upholds the international professional standards expected of a genetic counselor.

1.3 Competency Standard: Communication and Teamwork.

Consistently communicates relevant, accurate and comprehensive information in verbal, written and electronic forms promptly to ensure the delivery of safe, competent, and ethical care.

Performance Criteria:

- 1.3.1 Demonstrates cultural competence across patient groups.
- 1.3.2 Utilizes interviewing skills to obtain family histories and pursues a valid path for inquiry.
- 1.3.3 Obtains the patient's informed consent to counseling services and utilizes appropriate counseling skills and techniques.

- 1.3.4 Use active listening skills to ask structured and focused questions about the patient's counseling needs based on the reason for referral or suspected diagnoses.
- 1.3.5 Uses the principles of family-centered care while maintaining a collaborative, supportive relationship with patients.
- 1.3.6 Documents and presents the genetic counseling interviews and consultation information, orally and in writing, in a comprehensive manner understandable to the intended audience and in accordance with professional, institutional, and regulatory guidelines and standards.
- 1.3.7 Makes referrals to other health care providers and community support resources when necessary.
- 1.3.8 Works collaboratively and interdependently with other health care team members to deliver coordinated services to families.
- 1.3.9 Works with others to implement change and produce positive outcomes through the sharing of knowledge and to ensure that other members of the health care team remain fully informed.

2. DOMAIN THREE: LEADERSHIP AND MANAGEMENT

Exhibits advanced leadership qualities required to protect and promote the health, welfare, and safety of the public by providing internationally recognized knowledge and evidence-based genetic counseling in a culturally responsive and respectful manner to all patients.

1.1 Competency Standard: Leadership

Exhibits leadership qualities and practices safely, efficiently, and ethically.

Performance Criteria:

- 1.1.1 Applies clinical reasoning, critical thinking and problem-solving skills to the organization, provision, management, and evaluation of diagnostic tests.
- 1.1.2 Manages effective workload prioritization and time management.
- 1.1.3 Provides feedback, offers suggestions for change, and deals effectively with the impact of change on own practice, the team and/or the organization.
- 1.1.4 Advocates for and contributes to creating and maintaining a positive working environment and teamwork.
- 1.1.5 Establishes and maintains interdisciplinary professional relationships and recognize one's role in the advancement of the more extensive healthcare system.

1.2 Competency Standard: Quality Improvement and Safety

Ensures organizational quality and safety standards as per guidelines and participates in continuous quality improvement.

Performance Criteria:

- 1.2.1 Practices in accordance with approved quality standards and guidelines reflect evidence-based best practices.
- 1.2.2 Develops standard genetic counseling summaries and letters for various genetic conditions.
- 1.2.3 Seeks evidence from a wide range of credible sources to maintain, extend and evaluate the quality of diagnostic services.
- 1.2.4 Provides written consultation summary letters to physicians, healthcare providers, and patients/families when indicated, as well as referral letters to consultative services.
- 1.2.5 Receives a patient's consent before initiating a consultation to share clinical information with other members of the patient's healthcare team.
- 1.2.6 Operates within the limits of the scope of practice.

- 1.2.7 Discloses any actual or apparent conflict of interest, including financial interest in relevant goods or services or in organizations which provide relevant goods or services.

3. DOMAIN FOUR: CONTINUOUS EDUCATION

This domain defines the responsibilities of Genetic Counselors to encourage the education of others as well as personal development and growth.

1.1 Competency Standard: Education and Facilitation

Demonstrates commitment to the development of other members of the healthcare team, as well as patients, families, community and society.

Performance Criteria:

- 1.1.1 Educates patients on the required genetics and genomics information based on their diagnoses and personal needs effectively.
- 1.1.2 Writes tailored clinical and scientific information concisely and in an easily understood manner for the intended audience
- 1.1.3 Shares and disseminates professional knowledge and research findings with others.
- 1.1.4 Present genetics and genetic counseling information effectively.
- 1.1.5 Acts as a genetic/genomic information resource for patients and healthcare professionals.
- 1.1.6 Facilitates and, where appropriate, coordinates learning opportunities to contribute to the development of students and colleagues
- 1.1.7 Takes opportunities to learn together with other healthcare professionals in order to contribute to healthcare improvement.

1.2 Competency Standard: Lifelong Learning

Assumes responsibility for own professional development through lifelong learning to ensure continued competence and performance improvement.

Performance Criteria:

- 1.2.1 Accepts personal and professional responsibility for maintaining the required continuous learning in support of relicensing requirements.
- 1.2.2 Undertakes regular self-assessment and reviews own practice through reflection, peer review, competency assessment, critical examination, and evaluation.
- 1.2.3 Instigates planned updating knowledge and skills for safe, person-centered, evidence-based practice.
- 1.2.4 Actively engages in ongoing professional development and improvement of their practice as well as others' performance.
- 1.2.5 Demonstrates understanding of research processes.
- 1.2.6 Attends local and international conferences to maintain continuing education

1.3 Competency Standard: Promotion of Health and Patient Education

Takes part in health promotion and patient education.

Performance Criteria:

- 1.3.1 Advocates for individuals, families, communities, and the genetic counseling profession.
- 1.3.2 Applies knowledge of resources available for health promotion and health education.
- 1.3.3 Selects appropriate teaching aids.
- 1.3.4 Provides culturally competent education and information that reflects patients' level of comprehension to help them understand and adapt to conditions or the risk of conditions and engage in informed decision-making.
- 1.3.5 Evaluates patient's understanding of all information and education provided.

5. DOMAIN FIVE: RESEARCH AND DEVELOPMENT

This domain articulates the requirement for Genetic Counselors to incorporate best available evidence to provide quality health care and contribute to the creation and/or implementation of knowledge through active participation and active contribution to research.

1.1 Competency Standard: Evidence-Based Practice

Provides evidence-based information to assist the patient in making decisions.

Performance Criteria:

- 5.1.1 Provides evidence-based education to families, health professionals, educators, and the community.
- 5.1.2 Applies evidence-based scholarly models in the provision of genetic counseling, such as short-term patient-centered counseling, grief counseling and crisis counseling.
- 5.1.3 Acknowledges limitations and gaps in knowledge and data when incorporating medical and scientific literature into evidenced-based practice.
- 5.1.4 Critiques, evaluates, and incorporates research findings into practice and facilitates the development of policies.
- 5.1.5 Participates in the formulation of evidence-based practice based on the best available credible research and/or national and international professional consensus and guidance and audit.
- 5.1.6 Active participation in genetic and genomic research

1.2 Competency Standard: Using Data and Information Systems

Uses data systems to enhance the quality and delivery of patient care.

Performance Criteria:

- 1.2.1 Acquires the information technology skills needed to inform and provide optimum healthcare care and document outcomes accurately.
- 1.2.2 Disseminates personal or third-party research, practice development and audit findings with colleagues and peers.
- 1.2.3 Promotes dissemination, use, monitoring and review of professional standards and best practice guidelines.
- 1.2.4 Understands how to use technology and data to assist in troubleshooting and identifying deficiencies that can be remediated to improve patient care.
- 1.2.5 Analyzes data accurately and comprehensively, leading to the appropriate interpretation of findings and development of implementation plans.

Profession's Career Hierarchy

This licensure applies to all genetic counselors regardless of professional seniority, from juniors' entry levels genetic counselors (Associate genetic counselors) to most seniors (Genetic Counselors, consultant, and senior consultant genetic counselors); privileges may vary according to seniority.



HEALTH AND WELLNESS EDUCATOR

Criteria for National Registration Requirements – Health and Wellness Educator

CRITERIA	HEALTH AND WELLNESS EDUCATOR
Definition	<p>Health and wellness educator is a qualified healthcare professional who practices in a variety of settings to improve the health literacy of patients and their families through the provision of evidence-based health information which help to enhance their engagement and empower them take informed decisions over their health and maintain/adopt health lifestyle.</p> <p>He/she plans, implements and evaluates both hospital-based and community-based wellness educational programs and materials that promote wellness, prevent diseases, disabilities and premature deaths based on the needs of individuals, groups and community.</p> <p>Health and wellness educator educate individuals, groups and community to behave in a manner conducive to the promotion, maintenance or restoration of health, and prevention of diseases.</p>
Practice Settings	<p>Health and wellness Education services are provided in a variety of settings. These settings include:</p> <ul style="list-style-type: none"> • Medical Facilities (Hospitals, Clinics, Primary Health care centers) • Schools, Universities and Special Needs Centers • Governmental & Private Sector organizations
Education	<ul style="list-style-type: none"> • Bachelor’s Degree in Public Health with the major in Health Education or • Bachelor’s Degree in Nursing and/ or Midwifery with accredited certified course in Health Education or • Bachelor’s degree in healthcare related field with accredited certified course in Health Education
Scope of Practice	<p>A Health and wellness Educator is a health care professional who works collaboratively with appropriate members of wider interdisciplinary teams. He/she conduct learning needs assessment for individuals, groups or community to identify health awareness needs/gaps in order to plan, develop a curriculum and implement educational initiatives accordingly. Their services include Diabetes, pulmonary, cardiac, maternity, Geriatric, Mental Health, Dental, Neurology, Oncology, Gastro, Pediatric, public health, Internal Medicine, and Emergency.</p> <p>Health and wellness educators practice at different levels of settings to educate individuals, groups and communities how to adopt healthier lifestyles. Their goal is to provide knowledge, enhance skills and self-efficacy of patients and their families in order to empower them to live healthy lifestyle and avoid/reduce risk of diseases.</p> <p>In healthcare facilities, health and wellness educator may work one to one or as a group with patients and/or their families. He/she may educate them about their diagnosis and any necessary treatments and procedures. He/she also helps organize health screenings, such as blood pressure checks and glucose tests after validation of the competencies.</p> <p>The responsibilities of the Health and wellness Educator in various settings include but not limited to:</p> <p><u>In community level</u> (organizational setting like schools, universities) the health and wellness educators:</p> <ul style="list-style-type: none"> • Increases knowledge through the provision of evidence-based health information as appropriate by providing people with correct information related to specific health problem.

Scope of Practice

- Leads and organize health promotion initiatives and health awareness campaigns on maternal and child health in collaboration with relevant stakeholders through appropriate marketing
- Develops educational materials (school posters, pamphlets, etc.)
- Participates in screening campaigns to increase public awareness.
- Works as health information resources in the setting (school etc.)

In medical facilities (i.e., health centers & hospitals) the health and wellness educators:

- Provides patients and their families with knowledge and skills that empower them to manage their health.
- Provides health and wellness education
- Plans and implements programs and treatments especially designed to address the patient's needs.
- Evaluates, designs, presents, recommends and disseminates culturally appropriate health and wellbeing education information and materials
- Performs intakes on new and re-enrolling adults in various programs.
- Facilitates classes according to the organization's guidelines.
- Maintains patient logs of all who are scheduled for procedures
- Consults with physicians and staff regarding related health and wellness education services.
- Presents information effectively to diverse audiences.
- Develops easy to understand education materials
- Works closely with multidisciplinary teams to achieve better patient's outcomes.
- Promotes an evidence-based care practice in coordination with other health care professionals by developing research questions or participating in ongoing research.
- In specialties like diabetes, provides minimum medical care by helping fixing insulin pump or continuous glucose monitoring device.
- Runs health and wellness education clinics.
- Develops guidelines and policies according to their specialties.

In governmental and organizational setting the health and wellness educators:

- Actively involves in developing national health strategies.
 - Participates on developing educational materials (street posters, Media health programs etc.).
 - Participates on national awareness campaigns.
 - Conducts learning needs assessment to identify education gaps.
 - Plans and implements health and wellness education programs
 - Evaluates the effectiveness of the education programs.
 - Documents the programs in the organization records.
 - Conducts research related to health and wellness education and promotion.
 - Serves as a resource person for health and wellness education and promotion.
 - Develops appropriate data collection methodology, i.e., surveys, questionnaires etc.
 - Consults with physicians and other healthcare providers regarding patient's specific clinical and health related health issues and education needs.
 - Participates in multi – disciplinary care teams and committees.
 - Promotes and advocates for evidence-based education.
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Licensure	Candidates should have a valid license/registration certificate accompanying the required years of experience.
Experience	For overseas candidates: Minimum 2 years' experience in relevant clinical service certified in Health Education For Qatari Nationals, Qatar Universities graduates, offspring of Qatari women or offspring of residents, please refer to the DHP Circular No.24/2020
Competency validation	Passing the DHP licensing examination (if applicable), unless exempted, please refer to Circular No.24/2020, and the qualifying examination policy at the following link: https://dhp.moph.gov.qa/en/Documents/Qualifying%20Examination%20Policy.pdf Verification of the educational qualifications and relevant graduate clinical experience.
Other Requirements for Evaluation & Registration	(Refer to the DHP requirements for license Registration/Evaluation) https://dhp.moph.gov.qa/en/Pages/HowToRegisterToPracticeInQatar.aspx
Requirements for License renewal	(Refer to the DHP requirements for license Renewal) https://dhp.moph.gov.qa/en/Pages/HowToRegisterToPracticeInQatar.aspx
Note: Applicant with break from practice please see the DHP "Break from Practice Policy" at the following link: https://dhp.moph.gov.qa/en/Documents/Policy%20on%20Break%20from%20Practice.pdf	

Health and Wellness Educator – Scope of Practice

INTRODUCTION

The Health and Wellness Educator scope of practice is based on a competency framework that comprises professional ethics, clinical practice, leadership, learning, management and research domains intrinsic to the role of the Health and Wellness Educators. The scope also describes the professional roles and activities and practice settings for the Health and Wellness Educators. This document sets out the standards of proficiency required for safe and effective practice in health and wellness education. They are the threshold standards necessary to protect members of the public. Once health professionals register in Department of Healthcare Professions / Ministry of Public Health; the licensed professionals must continue to meet the standards of proficiency which relate to the areas in their works. Periodic updating of the scope of practice statement and standards of proficiency will be necessary as technology and perspective changes.

The Health and Wellness Educators, as autonomous professionals, have the freedom to practice and apply their professional judgment and decision making, within a variety of settings, based on the knowledge, competencies and scope of practice of Health and Wellness Educators. The scope of practice may mean that they are able to continue to practice safely across the whole scope of the Health and Wellness profession. However, as long as the professionals practice safely and effectively within their individual scope and does not practice in areas they are no longer proficient in, then number of problems that arise will dramatically diminish and there will be no expected fatal mistakes.

STATEMENT OF PURPOSE:

The purpose of this document is to define Health and Wellness Educator scope of practice in Qatar, which include:

- A. Describe the services offered by a licensed Health and Wellness Educator.
- B. Define the professional accountability, required competencies, and scope of ethical and legal practice of the Health and Wellness Educator in relation to patients, families, other members of the multidisciplinary team, community and society.
- C. Serve as a reference for license regulating authorities and professionals governing healthcare.

DEFINITION OF HEALTH AND WELLNESS EDUCATOR:

A Health and wellness Educator is a qualified health care professional who empower patients and their families to take informed decisions over their health and adopt a healthy lifestyle through the provision of health information and required skills. He/she is responsible for conducting learning needs assessment, plan, implement and evaluate education programs/initiatives accordingly and carry out related documentation using systematic clinical reasoning and decision making.

The Health and wellness Educator works with individuals, couples, families, groups, and organizations; over a short or long term to help them bring about effective change in their behavior to enhance their wellbeing. Health and wellness educators promote healthy lifestyle to individuals, group and communities through the provision of relevant health information including but not limited to nutrition, general and self-hygiene, physical activity, medication use, common health related myths, facts and disease prevention. A health and wellness educator's goal is to improve people's knowledge by providing information on how to stay healthy and avoid developing life-threatening health issues.

PROFESSIONAL ROLES AND ACTIVITIES:

The Health and wellness Educator assumes responsibility for the delivery of Health and wellness education services and for the safety and effectiveness of education provided. Health and wellness Educator may practice at different levels of practice based on their competencies and job profiles.

In healthcare facilities, Health and Wellness educator may work one-to-one with patients and/or their families. He/she may educate patients and/or their families about their diagnosis and any necessary treatments and procedures, and help organize health screenings, such as blood pressure checks, glucose

tests, developing educational materials, plan and implement health education programs/initiatives based on learning needs assessment results. He/she is expected to conduct or participate in research as well.

In colleges and academic institutions, Health and Wellness Educators create health education programs and materials that affect young adults and educate them how to avoid unhealthy behavior such as smoking.

In public health departments, Health and wellness educators carry out public health campaigns on topics such as emergency preparedness, immunizations, proper nutrition or stress management.

In private businesses, Health and wellness educators identify common health problems among employees and create programs to improve health and develop incentives for employees to adopt healthy behaviors, such as losing weight or controlling cholesterol.

Health and wellness Educator services are provided in a variety of settings. These settings include:

- Medical Facilities (Hospitals, Clinics, Primary Health Care)
- Schools, Universities and Special Needs Centers
- Governmental & Private Sector organization

The scope of practice for Health and Wellness Educator involves the following:

- Provides health and wellness education.
- Plans, develops, implements, and evaluates both hospital and community-based health and well-being programs and disease management, which includes both non-pharmacologic and pharmacologic management specifically designed to address the needs of the individuals, groups or community.
- Participates in multi-disciplinary care teams and meetings.
- Designs, presents or implements, disseminates, evaluates and finally recommends culturally appropriate health education information and materials.
- Facilitates education classes according to the organization's policies and priorities.
- Leads and supports health awareness campaign on maternal and child health in collaboration with relevant stakeholders through appropriate marketing.
- Assesses patient and family learning needs using age specific, culturally sensitive approved tools.
- Acts in ways that others can mirror their conduct of behavior such as professionalism including accountability and appropriate delegation.
- Functions as an advocate for evidence-based education.
- Conducts outreach programs as needed.
- Demonstrates effective communication skills when working with patients/customers to identify their learning needs and preferred styles of learning.
- Performs other duties within the scope of health and wellness educators.
- Utilizes the telehealth technology to support and facilitate patient education and self-management.
- Develops a coaching relationship with clients/patients and assisting them through the process of actively working towards better health by providing support, encouragement, and education.

COMPETENCY FRAMEWORK

DOMAIN ONE: PROFESSIONAL AND ETHICAL PRACTICE

This domain defines the professional accountability and scope of ethical and legal practice of the Health and wellness Educator in relation to patients, families, other members of the multidisciplinary team, community and society.

1.1 Competency Standard: Accountability

Accepts accountability for own actions, and decision-making and for the related outcomes.

Performance criteria:

- 1.1.1. Works within the limits of own competence and the boundaries of personal and professional Scope of Practice.
- 1.1.2. Identifies opportunities for patient advocacy, health promotion and disease prevention.
- 1.1.3. Provides care without discrimination on any basis, with respect for the rights and dignity of all individuals.
- 1.1.4. Encourages and promotes appropriate stewardship of resources.
- 1.1.5. Avoids any activity that creates a conflict of interest or violates any Qatari laws and regulations.
- 1.1.6. Promotes the growth of the profession and presents a positive image of Health and wellness Educator to the community.
- 1.1.7. Advocates for/guide the development and implementation of health and well – being education policies/procedures/guidelines.

1.2 Competency Standard: Ethical Practice

Demonstrates integrity, accountability, honors the rights and dignity of all individuals, and pursues a quest for excellence in all professional activities that serve the best interests of the patient, society, and the profession.

Performance criteria:

- 1.2.1. Engages in ethical decision-making with respect to own professional responsibilities or where ethical issues affect healthcare delivery or clinical decision-making.
- 1.2.2. Acts as patient advocate, protecting the person's rights in accordance with Qatari law and organization specific terms and conditions.
- 1.2.3. Maintains patient confidentiality and makes every reasonable effort to ensure the security of written, verbal and electronic patient information.
- 1.2.4. Respects the patient's (including children and young people and their parents') right to be fully informed, establishing a context for self- determination, assent (children) and informed consent.
- 1.2.5. Acts sensitively and fairly giving due consideration to diversity, including cultural and religious beliefs, race, age, gender, physical and mental state, and other relevant factors.
- 1.2.6. Questions when appropriate, healthcare practice where the safety of others is at risk and where the quality-of-care warrants improvement; acts where the safety of care is compromised and where necessary, reports others who may be risking patient safety.

1.3 Competency Standard: Legal Practice

Functions at all times in accordance with legislative, regulatory and policy guidelines relevant to Health and wellness education practice in Qatar.

Performance criteria:

- 1.3.1. Practices in accordance with agreed policies and procedures that guide the practice of Health and wellness Educator.
- 1.3.2. Practices in accordance with relevant State of Qatar laws and regulations that impact the practice of Health and wellness Educator.
- 1.3.3. Maintains valid registration and licensure to practice in Qatar.
- 1.3.4. Maintains a professional portfolio including evidence of continued competence and improvement.

DOMAIN TWO: CLINICAL PRACTICE

As an autonomous healthcare profession, Health and wellness educator is practiced in partnership with members of the interprofessional team, service users, support staff and others in order to deliver collaborative care across the healthcare continuum. Critical thinking, patient and environment assessment skills and evidence-based clinical practice guidelines enable the Health and wellness Educator to autonomously develop and implement effective health education plans, health education driven protocols and programs.

2.1 Competency Standard: Provision of Care

Health and Wellness educator serves a diverse population and may function in one or more of a variety of activities. The practice of Health and wellness- educator includes but is not limited to assessment, program planning and intervention to allow service users to participate in everyday life activities and life roles.

Performance criteria:

- 2.1.1. Maintains the provision of health and wellness education that is safe, evidence based, preventive and restorative to the recipients.
- 2.1.2. Keeps accurate, contemporaneous, comprehensive and legible records of patient care in accordance with applicable legislation, protocols and guidelines. This includes Qatar Ministry of Public Health requirements, local guidance at a facility level.
- 2.1.3. Provides health and wellness education including, but not limited to independent assessment and evaluation of patient needs and abilities using both standardized and non-standardized assessments.
- 2.1.4. Formulates and implements appropriate health and wellness education plans based on Learning Needs Assessment results, taking into account service users' values, beliefs and interests.
- 2.1.5. Implements appropriate action plans and interventions according to evidence based clinical care.
- 2.1.6. Provides health promotion and prevention activities as deemed clinically appropriate in order to remove barriers to independence, promote health and foster well-being.

2.2 Competency Standard: Patient Centered Care

The Health and Wellness Educator is responsible for ensuring that the patient/client is at the center of all decisions about care wherever possible.

Performance criteria:

- 2.2.1. Understands the need to adopt an approach which centers on the patient/client and establishes appropriate professional relationships in order to motivate and engage the service user in meaningful occupation.
- 2.2.2. Uses formal (structured interview) or informal (conversational, narrative building) strategies to establish a comprehensive health and wellness education profile of the client. This should include an understanding of the values, beliefs and interests of the service user, their families and other appropriate parties.
- 2.2.3. Synthesizes information from the service users' health and wellness education narrative/profile in order to plan for future interventions and services.
- 2.2.4. Understands the need to provide service users and/or people authorized to act on their behalf with the information necessary to enable them to make informed decisions.
- 2.2.5. Provides appropriate education and training for patients, families and caregivers.
- 2.2.6. Works collaboratively with patient and families to set meaningful goals and outcome measures.
- 2.2.7. Uses approaches to intervention including creating or promoting, establishing or restoring, maintaining and modifying the skills, abilities and contexts that influence the provision of health education.
- 2.2.8. Understands the therapeutic use of self, including one's personality, insights, perceptions, and judgments as part of the therapeutic process.

2.3 Competency Standard: Evidence-Based Practice

Integrates best available evidence, clinical audit and research into practice to ensure quality of health and wellness education.

Performance Criteria:

- 2.3.1. Utilizes current evidence-based, including recent research findings, and best available evidence to guide health and wellness educator practice.
- 2.3.2. Incorporates credible critically appraised evidence into health education.
- 2.3.3. Participates in the formulation of evidence-based practice based on best available credible research and/or national and international professional consensus, guidance and audit.
- 2.3.4. Gathers and uses information, including qualitative and quantitative data in order to evaluate outcomes.
- 2.3.5. Is aware of the role of audit and review in quality improvement.
- 2.3.6. Evaluates the efficacy and effectiveness of both new and established interventions and technologies using recognized outcome measures.
- 2.3.7. Participates in generating new evidence to improve quality of care through research, clinical audit and health and wellness education programs.

2.4 Competency Standard: Communication and Teamwork

Uses communication skills to ensure that other members of the health care team, the patient and their family are and remain fully informed.

Performance Criteria:

- 2.4.1. Establishes relationships of trust, respect, honesty and empathy.
- 2.4.2. Gathers information about disease, but also about a patient's beliefs, concerns, expectations and illness experience.
- 2.4.3. Seeks out and synthesizes relevant information from other sources, such as patient's family, caregivers and other professionals.
- 2.4.4. Delivers information to patients and their families, colleagues, and other members of the healthcare team, in a way that is understandable, and that encourages discussion and participation in decision-making.
- 2.4.5. Demonstrates cultural competence across all patient/client groups.
- 2.4.6. Consistently and clearly communicates relevant, accurate and comprehensive information in verbal, written and electronic forms in a timely manner to ensure the delivery of safe, competent and ethical care.
- 2.4.7. Understands how communication affects engagement of service users.
- 2.4.8. Modifies means of communication to take into account important variables such as age, capacity, learning and physical ability.
- 2.4.9. Shows awareness of verbal and non-verbal communication and how this can be affected by factors such as age, culture, ethnicity, gender, socio-economic status and spiritual or religious beliefs.
- 2.4.10. Participates in building consensus and or resolving conflict in the context of patient care and the multi-professional team.
- 2.4.11. Engages proactively in teamwork and the team-building processes.
- 2.4.12. Works effectively with other professionals to prevent, negotiate and resolve inter-professional conflict.

DOMAIN THREE: LEADERSHIP AND MANAGEMENT

Exhibits leadership qualities required for the provision of safe, effective health and wellness education. This domain includes concordance with the Code of Ethics and Professional Conduct and the healthcare organization's Code of Behavior as the operating frameworks.

3.1 Competency Standard: Leadership

Exhibits leadership qualities and manages provision of health and wellness education efficiently and ethically.

Performance Criteria:

- 3.1.1. Applies critical thinking and problem-solving skills in the provision, management and evaluation of health education.
- 3.1.2. Manages self, and where appropriate assists others, to ensure effective workload prioritization and time management.
- 3.1.3. Provides feedback, offers suggestions for change and deals effectively with the impact of change on own practice, the team and/or on the organization.
- 3.1.4. Advocates for and contributes to the creation and maintenance of a positive working environment and team working.
- 3.1.5. Participates in the mentorship and coaching of others maximizing the effectiveness of health and wellness education.
- 3.1.6. Acts as a role model for colleagues, students and other members of the healthcare care team by treating all with respect, trust and dignity.
- 3.1.7. Fosters the advancement of health and wellness education and accountability.
- 3.1.8. Promotes and maintains a positive image of health and wellness educator.
- 3.1.9. Assumes leadership responsibilities, as appropriate, in the provision of health and wellness education.

3.2 Competency Standard: Quality Improvement and Safety

Ensures practice meets organizational quality and safety standards and guidelines and participates in continuous quality improvement.

Performance criteria:

- 3.2.1. Practices in accordance with approved quality standards and guidelines reflecting recognized evidence based best practice.
- 3.2.2. Seeks evidence from a wide range of credible sources to maintain, extend and evaluate the quality of health and wellness education.
- 3.2.3. Implements quality assurance and risk management strategies.
- 3.2.4. Ensures a safe environment by identifying actual and potential risks and takes timely action to meet national legislation and workplace health and safety principles.
- 3.2.5. Acknowledges limitations in knowledge, decisions and/or skills, and functions within those limitations.
- 3.2.6. Recognizes less than optimum or unsafe practice in self and others and intervenes, records and reports, and acts to access and/or provides support to ensure remediation of deficiencies.
- 3.2.7. Participates in ongoing quality improvement and risk management initiatives.
- 3.2.8. Adheres to and implements infection control policies and procedures.
- 3.2.9. Communicates and records safety concerns to the relevant authority and documents response.

3.3 Competency Standard: Delegation and Supervision

Delegates and provides supervision to team members according to their competence and scope of practice.

Performance Criteria:

- 3.3.1. Delegates to others, activities commensurate with their abilities and scope of practice.
- 3.3.2. Uses a range of supportive strategies when supervising aspects of care delegated to others.
- 3.3.3. Maintains accountability and responsibility when delegating aspects of care to others.

DOMAIN FOUR: EDUCATION, LEARNING AND DEVELOPMENT

4.1 Competency Standard: Education and Facilitation

Demonstrates commitment to the development of other members in the healthcare team, as well as patients, families, community and society.

Performance criteria:

- 4.1.1. Shares and disseminates professional knowledge and research findings with others.
- 4.1.2. Acts as a resource person for others.
- 4.1.3. Takes opportunities to learn together with others in order to contribute to health care improvement.
- 4.1.4. Takes opportunities to enhance skills through on-job training

4.2 Competency Standard: Lifelong learning

Assumes responsibility for own professional development through lifelong learning to ensure continued competence and performance improvement.

Performance criteria:

- 4.2.1. Undertakes regular self-assessment and reviews own practice through reflection, peer review, competency assessment, critical examination and evaluation.
- 4.2.2. Instigates planned updating knowledge and skills for safe, person-centered, evidence-based practice.
- 4.2.3. Actively engages in ongoing professional development and performance improvement of self and others.
- 4.2.4. Maintains a record of learning and professional development activities and accreditation commensurate with the Ministry of Public Health continuing professional development standards.

4.3 Competency Standard: Promotion of health and patient wellness education

Enable and provide information on maintaining and optimizing health and maximizing self-care to service users as appropriate.

Performance criteria:

- 4.3.1. Leads/guides and organizes health promotion, patient and wellness education and illness prevention initiatives and contributes to their evaluation.
- 4.3.2. Applies knowledge of resources available for health promotion and health and wellness education.
- 4.3.3. Empowers and supports individuals, families and communities to adopt healthy lifestyles and concord with self-management of ill-health to promote wellbeing.
- 4.3.4. Provides relevant health information and patient wellness education to individuals, families and communities to assist in achieving optimal health and rehabilitation.
- 4.3.5. Demonstrates understanding of traditional healing practices within an individual's, family and/or community's health belief systems and incorporates appropriately and/or provides education if adversely effecting optimum health.
- 4.3.6. Recognizes the potential for patient education and promotion for health and wellbeing in psychological counselor interventions.
- 4.3.7. Applies knowledge of a variety of education and learning strategies with individuals, families and communities to effect and evaluate learning and concordance with treatment and advice.

DOMAIN FIVE: RESEARCH AND IMPROVEMENT

This domain articulates the requirement that the health and wellness educator should practice incorporating best available evidence to provide quality health care and contribute to the creation and/or implementation of knowledge through active participation.

5.1 Competency Standard: Using data and information systems

Uses data systems to enhance the quality and delivery of patient care.

Performance Criteria:

- 5.1.1. Demonstrates information technology skills needed to inform and provide optimum healthcare and accurately document outcomes of interventions.
- 5.1.2. Understands how to use technology and data to assist in problem identification and identification of deficiencies that can be remediated to enable improvements in patient/client care.
- 5.1.3. Analyzes data accurately and comprehensively leading to appropriate interpretation of findings and development of implementation plans.
- 5.1.4. Recognizes the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines.

5.2 Competency Standard: Research Participation

Uses research, evaluation, service improvement and audit findings to enhance the quality of patient care and protect the rights of those participating.

Performance Criteria:

- 5.2.1. Participates in activities that disseminate research findings such as publications, journal clubs, grand rounds and presentations.
- 5.2.2. Promotes research, evaluation, service improvement initiatives and audit, designed to improve health and wellness education practice and disseminate findings to colleagues, patients, families, communities, and society.

REFERENCES:

1. <https://www.truity.com/career-profile/health-educator>
2. Job descriptions Patient Educator at Hamad Medical Corporation, Sidra Medical Education and Research and Primary Healthcare Corporation