



**INTERNATIONAL STANDARDS of  
PRACTICE  
for  
SEXUALITY EDUCATORS  
and  
SEXUAL HEALTH PROMOTION**

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**APPROVED BY THE GENERAL ASSEMBLY OF THE WORLD  
ASSOCIATION FOR SEXUAL HEALTH, ON 23RD JUNE 2009,  
GOTHENBURG, SWEDEN.**

## ACKNOWLEDGMENTS

*The World Association for Sexual Health gratefully acknowledges the assistance of the following:*

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## INTRODUCTION

The WAS International Standards of Practice (the Standards) is specifically designed to provide generic parameters of professional practice. They are written in terms of outcome measures, in other words they describe demonstrable behaviours of the qualified specialist. The aim is to provide professional educators and regulatory bodies, in any part of the world, to use as a guide for writing educational objectives, designing curricula and assessment tools, for the education of specialist sexologists.

The Standards have been prepared by the World Association for Sexual Health (WAS) on behalf of, and in consultation with, experienced sexologists working in the relevant discipline. The WAS intends to provide the profession with a benchmark for the knowledge, skills and attributes of an effective and ethical professional service provider, specializing in Sexology.

High quality performance in practice is the aspiration of the profession. A high standard of performance ensures the effectiveness of practice and promotes the status of the Sexologist and Sexology. It also provides protection for those who seek services from professional sexologists.

## BACKGROUND

The World Association for Sexual Health, as the umbrella organisation representing 150 sexology associations world-wide, seeks to elevate the standards of education and practice in all specialist areas of Sexology. Having adopted the WHO working definitions of Sexuality and Sexual Health (2000) the Advisory Board approved the Definitions of Sexology Specialisations in 2007.

To ensure consistency across the disciplines a template document was prepared for each of the disciplines. Three specialist working parties were established in 2007. Each working party had representatives from the relevant profession and specialist educators. The task of the working parties was to modify, edit and add to the template specific terminology and issues pertinent to the discipline

Following the finalisation of each working party's activities, the Standards of Practice were presented to the WAS Advisory Board for ratification and then to the WAS General Assembly for approval in June 2009

## OVERVIEW OF STANDARDS FOR SEXUALITY EDUCATION AND SEXUAL HEALTH PROMOTION

The practice of Sexuality Education and Sexual Health Promotion (Education and Health Promotion) involves a holistic approach to needs assessment and the planning, implementation and evaluation of appropriate education and health promotion plans for delivery to diverse audiences.

The entry level of education for the practice of Sexuality Education and Sexual Health Promotion is a recognised degree in education or health promotion sciences and postgraduate education in Sexuality Education.

The standards for practice are articulated in a number of competencies which provide indicators for the development of outcome objectives for education programmes. In this document the Standards are presented with accompanying elements, criteria and examples of evidence that may be used to indicate the Standard has been achieved.

A synopsis of educational requirements in the foundation sciences required for postgraduate education in sexology is available in a separate document. A summary of the three domains of learning: knowledge, skills and attitudes, may also be accessed through WAS. Further information and assistance is available through WAS.

## THE CONTEXT OF SEXUALITY EDUCATION AND SEXUAL HEALTH PROMOTION

The standards apply to a wide range of sexuality education and sexual health promotion services including:

Providing education and health promotion to individuals, groups and communities -

- ✓ from a range of age groups
- ✓ from a range of cultural, belief system and language backgrounds
- ✓ with differing social and economic circumstances
- ✓ with differing family and relationship situations
- ✓ from a range of sexual orientations, gender identities and experiences
- ✓ with a range of abilities
- ✓ with differing physical and cognitive abilities
- ✓ with altered mental states.

Services are provided through:

- ✓ government and non-government institutions including schools, colleges, universities, community groups and organisations, health and social services
- ✓ institutional settings
- ✓ community settings

### The Learner

In this document the term 'learners' and 'target group' are used interchangeably. These terms are used to denote the individuals and groups who are the recipients of sexuality education and sexual health promotion services. The modern approach to service provision places an emphasis on equity, autonomy and personal responsibility, (*cf* Guiding Ethical Principles, WAS 2005).

## Diversity

Awareness of diversity is vital when working as an Educator and/or Health Promoter. The specialist must have the capacity to see beyond her/his own socio-cultural and psycho-sexual experiences and to present an objective approach to their practice. Attitudes vary considerably and the specialist must be prepared to consider how different belief systems and experiences might influence such concepts as:

- ⇒ sexual values and norms
- ⇒ relationships and family systems
- ⇒ differences in modesty and personal values
- ⇒ seeking professional services and the structure of service provision
- ⇒ differences in physical, intellectual and mental capacities
- ⇒ differences in learning styles
- ⇒ attitudes towards the educator and educational content
- ⇒ faith based systems

## The Learner Centred Approach

The practice of Sexuality Education and Sexual Health Promotion incorporates assessment of educational needs, programme planning, implementation and evaluation. The services provided will be determined by a range of factors, including the profile of the learners, the setting and the nature of the needs and demands of the target group.

## THE STANDARDS

The Standards are similar for each of the sexology specialisations, there are variations in terminology, some of the elements, criteria and evidence examples consistent with the background discipline and the nature of sexology services provided.

There are nine Standards, each of which covers a key outcome area required for all specialists. All standards are equally important.

- Standard 1 Demonstrate professional standards appropriate to Sexuality Education and Sexual Health Promotion
- Standard 2 Communicate effectively
- Standard 3 Access, interpret and apply information for the continuous improvement of sexuality education and pedagogy
- Standard 4 Assess the needs of target groups
- Standard 5 Interpret and analyse assessment findings
- Standard 6 Develop an appropriate programme plan
- Standard 7 Implement effective and safe teaching and learning plans
- Standard 8 Evaluate the effectiveness and efficiency of programme implementation
- Standard 9 Operate effectively across a range of settings

### Format of the Standards

The Standards are formatted with a title, explanatory statement, elements and criteria. Examples of evidence that will demonstrate that a Standard has been achieved are also provided.

- Elements The elements are key contributing outcomes of each standard, all of which should be demonstrated by the entry level specialist
- Criteria The criteria describe the knowledge required, actions, demonstrations and level of performance to meet the element. The criteria are work-based criteria that may be used to demonstrate competency.
- Evidence This section provides additional information to help interpret the elements and criteria.

## STANDARD 1

### **Demonstrate professional behaviour appropriate to Sexuality Education and Sexual Health Promotion**

This Standard requires the educator to:

- ⇒ understand relevant codes of conduct
- ⇒ comply with external legislation
- ⇒ adapt to new approaches
- ⇒ undertake reflective practices and self analysis with all areas of practice

Key issues include:

- ⇒ operating at all times in accordance with external and internal requirements and codes of conduct relevant to background discipline and to Sexuality Education and Sexual Health Promotion
- ⇒ making judgements about own capacity to provide education and/or health promotion services based on self assessment and taking appropriate action
- ⇒ make use of regular supervision and peer review

<b>STANDARD 1</b>	<b>ELEMENT</b>	<b>CRITERIA</b>
Demonstrate professional behaviour appropriate to the practice of Sexuality Education and Sexual Health Promotion	1.1 Demonstrate practice that is ethical and in accordance with relevant legal and regulatory requirements.	1.1 Complies with the main elements of the ethical and legal requirements; maintains current information; provides clients with relevant, information, including informed consent. Maintains current print copies of professional ethics; local regulations and legislation. Complies with occupational health and safety regulations.
	1.2 Demonstrate strategies to maintain and extend professional competence.	1.2 Provides evidence of continuing education strategies; conference attendance; self reflection is used to maintain and extend professional competence. Regular feedback is sought from colleagues and consumers.
	1.3 Operate within professional strengths and limitations	1.3 Self assessment is made about own capacities, based on knowledge and limitations. Services offered are in accordance with defined professional role. Provides evidence of referrals to other specialists. Maintains records of learning outcomes.



## Standard 1 - Examples of evidence.

*The following examples of knowledge, behaviours, skills and attitudes will assist in demonstrating achievement of the Standard. The examples are provided as a guide only and are not intended to be an exclusive or inclusive check list*

**Element 1.1** Demonstrate practice that is ethical and in accordance with relevant legal and regulatory requirements.

Applied knowledge and understanding of:

- ⇒ professional law(s) and act(s) and or association regulations for the jurisdiction
- ⇒ state, county, region, country legislation for educators relative to content and age restrictions
- ⇒ principles of client rights
- ⇒ principles of open disclosure
- ⇒ standards of sexuality education and sexual health promotion practice and relevant Codes of Conduct
- ⇒ employees legal rights
- ⇒ obligations related to third party insurers
- ⇒ standards for sexuality education and sexual health promotion relevant to the jurisdiction

**Element 1.2** Demonstrate strategies to maintain and extend professional competence.

Strategies may include:

- ⇒ accessing support including mentors, other professionals and supervisors
- ⇒ evaluation of own performance
- ⇒ undertaking continuing professional development, reflective practice, self directed learning tasks and peer evaluation of performance
- ⇒ conference attendance; participation in professional meetings; submissions to peer reviewed publications; other professional development strategies

**Element 1.3** Operate within professional strengths and limitations

Knowledge of:

- ⇒ legal and organisational restrictions on practice
- ⇒ others to whom clients can be referred including colleagues both within and outside the organisation, specialists and other services
- ⇒ issues to be considered when undertaking self assessment
- ⇒ requirements regarding disclosure of own limitations that may compromise effective and safe practice.

## STANDARD 2

### Communicate effectively

This statement encompasses:

- ⇒ the application of verbal and written communication skills
- ⇒ the specific role and effects of communication modes in sexuality education and health promotion
- ⇒ the application of teaching and/or health promotion strategies using a variety of visual, audio and model materials
- ⇒ being respectful and sensitive to individual needs and differences and adjusting communication to meet those needs
- ⇒ refraining from making value judgements that are not associated with professional assessments
- ⇒ respecting and managing personal boundaries
- ⇒ reflective listening skills
- ⇒ basic conflict resolution and negotiation skills
- ⇒ managing group dynamics
- ⇒ engaging audience attention

Key issues include:

- ⇒ establishing and maintaining rapport with the learners
- ⇒ complying with relevant documentation requirements, including maintenance of records
- ⇒ using professional terminology and lay language appropriately

STANDARD 2	ELEMENT	CRITERIA
Communicate effectively	2.1 Communicate effectively; adapt communication style: recognising age cohort, intellectual or communication disabilities, cultural and orientation safety, and cultural and linguistic diversity	2.1 Demonstrates a capacity for non-judgemental tones in discussions; does not make assumptions; uses lay language and other techniques for effective communication; provides diagrams, models and other tools to facilitate understanding. Establishes rapport with the learner group. Employs strategies to address communication difficulties.
	2.2 Communicate effectively with other service providers	2.2 Effective communication with colleagues, team members and other professionals are established and maintained. Written and oral communication follows accepted protocols and procedures to ensure information is conveyed.
	2.3 Prepare and provide documentation according to legal requirements and accepted procedures and standards	2.3 Maintains printed and dated copies of programme plans, processes and outcomes. Records are maintained for the statutory period. Learners are provided with relevant material including assessment and achievement of learning goals
	2.4 Prepare and deliver presentations	2.4 Presentations are planned and prepared relevant to audience needs. Information conveyed in a format and style to match audience. A range of strategies are applied

## STANDARD 2 Examples of evidence

*The following examples of knowledge, behaviours, skills and attitudes will assist in demonstrating achievement of the Standard. The examples are provided as a guide only and are not intended to be an exclusive or inclusive check list*

**Element 2.1** Communicate effectively; adapt communication style: recognising age cohort, intellectual or communication disabilities, cultural and orientation safety, and cultural and linguistic diversity

Demonstrate communication strategies such as:

- ⇒ applying effective verbal and non-verbal communication processes including written communication
- ⇒ applying a variety of visual, audio and model examples appropriate to age and cognitive capacities
- ⇒ adapting communication content and style in recognition of the impact of language, culture, abilities, age and gender
- ⇒ addressing possible communication needs of specific groups
- ⇒ adjusting communication to meet specific needs of client
- ⇒ conflict resolution
- ⇒ active listening and reflection
- ⇒ how to access appropriately trained interpreters

Demonstrate commonly used communication strategies with learners in relation to:

- ⇒ conducting effective education and/or health promotion programmes

- ⇒ outlining programme goals and content
- ⇒ conducting education and/or health promotion sessions
- ⇒ receiving and giving feedback

**Element 2.2** Communicate effectively with other service providers

Ability to adapt communication style with others including:

- ⇒ other sexuality educators and health promoters
- ⇒ students
- ⇒ university and college administrators and governing bodies
- ⇒ professional organisations responsible for primary and continuing education
- ⇒ government agencies
- ⇒ parents/carers and teachers
- ⇒ community groups
- ⇒ religious/faith based organisations
- ⇒ support staff
- ⇒ referring agencies
- ⇒ sexologists from other disciplines

Understanding of:

- ⇒ protocols for reporting to various agencies and to service providers
- ⇒ professional terminology, including educational, biological, behavioural and sociological

**Element 2.3** Prepare and provide documentation according to legal requirements and accepted procedures and standards

Thorough understanding of:

- ⇒ legal and statutory requirements relevant to jurisdiction
- ⇒ policy and procedure documents
- ⇒ common formats and conventions for documentation
- ⇒ record keeping, security and longevity requirements

**Element 2.4** Prepare and deliver presentations

Utilises

- ⇒ methods to engage audience
- ⇒ different styles and learning principles relevant to the demographics of the audience
- ⇒ commonly used group processes
- ⇒ strategies to facilitate optimal group dynamics

## STANDARD 3

### **Access, interpret and apply information for the continuous improvement of practice**

This Standard encompasses the understanding and application of a range of information management skills required of the educators and health promotion, including –

- ⇒ applying foundation knowledge and understanding of the concepts and practices of education and of sexology
- ⇒ rational, critical, logical, conceptual and independent thinking that supports delivery and continuous improvement of programmes
- ⇒ synthesis, analysis and interpretation of information relevant to the professional role
- ⇒ application of professional reasoning steps and processes related to assessing and meeting target group's needs
- ⇒ application of research skills that support and promote the quality of education strategies provided
- ⇒ information technology literacy and the use of information systems, including storage, maintenance and accessing information

Key issues include –

- ⇒ compliance with internal and external accountability requirements
- ⇒ ability to source, access and make use of a wide range of information
- ⇒ addressing ethical issues in relation to research and information management

STANDARD 3	ELEMENT	CRITERIA
Access, interpret and apply information to continuously improve practice	3.1 Demonstrate a high standard of working knowledge and understanding of the theoretical concepts and principles relevant to sexuality education and sexual health promotion	3.1 Employs and records educational strategies that reflect theoretical concepts and principles and are supported through sound research, leading to evidence based practice.
	3.2 Apply contemporary forms of information management relevant to areas of practice.	3.2 Demonstrates current IT and other communication skills; uses appropriate technologies for education, records, information and research.
	3.3 Apply an evidence-based approach to own practice	3.3 Demonstrates a working knowledge of commonly used research methodologies. Employs techniques that have clearly been evidenced as effective and where relevant, undertakes trials to validate practices. Critically evaluates the effects of own work. Applies systematic formulae for measuring and recording programme outcomes.
	3.4 Acquire and apply new knowledge and skills to continuously improve own practice	3.4 Attends workshops and professional meetings; reads peer review journals across several disciplines. Critically evaluates new techniques prior to use.

## STANDARD 3 Examples of evidence

*The following examples of knowledge, behaviours, skills and attitudes will assist in demonstrating achievement of the Standard. The examples are provided as a guide only and are not intended to be an exclusive or inclusive check list*

**Element 3.1** Demonstrate a high standard of working knowledge and understanding of the theoretical concepts and principles relevant to sexuality education and sexual health promotion

Knowledge and understanding of:

- ⇒ theoretical concepts of sexology, for example history and research; cross cultural sexual mores and marital conventions; sexual attitudes and beliefs; models of sexuality education and health promotion practice; relationships; concepts of love and jealousy
- ⇒ education and pedagogical concepts, including establishing educational objectives, programme planning, implementation and assessment; different learning styles
- ⇒ biological sciences including basic anatomy and physiology; human development throughout the life-span; detailed anatomy and physiology of female and male reproductive and related systems
- ⇒ foundation psychology and educational psychology
- ⇒ society and culture, for example the role of socialization; the influence of culture; belief systems
- ⇒ the effects and interconnections of biological, psychosocial and cultural factors on human sexual attitudes and behaviours

- ⇒ the effects of relationships with partners, peers, family and friends on human sexual attitudes and behaviours
- ⇒ the purposes and processes of needs assessment
- ⇒ problem solving strategies
- ⇒ programme evaluation and modification

**Element 3.2** Apply contemporary forms of information management relevant to areas of practice.

Will include:

- ⇒ knowledge and understanding of literature and other sources relevant to sexuality education and health promotion
- ⇒ understanding basic concepts of professional informatics, including electronic records, electronic image storage, retrieval and decision support
- ⇒ identifying, locating and accessing information/data from a range of sources



**Element 3.3** Apply an evidence-based approach to own practice

Knowledge, understanding and skills in:

- ⇒ commonly used research methodologies
- ⇒ the application of evidenced based practice
- ⇒ critical appraisal of research reports and the literature
- ⇒ data interpretation
- ⇒ rational, critical, logical conceptual and independent thinking

**Element 3.4** Acquire and apply new knowledge and skills to continuously improve own practice

Should include:

- ⇒ demonstrates knowledge of research relevant to practice
- ⇒ can provide evidence of continuing education credits; conference attendance and similar

## **STANDARD 4**

### **Assess the learner's needs**

This Standard encompasses one of the foundation activities of Sexuality Education and Sexual Health Promotion. That is, to understand a thorough and accurate assessment of the learner's current level of knowledge and all other information relevant to defining the issues, planning programmes and predicting and evaluating outcomes.

It is expected that the specialist will work in partnership with learners and/or commissioning authorities, in undertaking a holistic needs assessment

Key issues include –

- ⇒ gaining informed consent
- ⇒ conducting a systematic, safe and efficient needs assessment in accordance with accepted procedures
- ⇒ working in an holistic way
- ⇒ maintaining professional and unbiased educator/learner relationships
- ⇒ identifying where further assessment by other specialists are indicated
- ⇒ setting educational goals

STANDARD 4	ELEMENT	CRITERIA
Assess the needs of target group	4.1 Collect information and assess current knowledge and attitudes levels, assess cognitive capacities and needs	4.1 Informed consent is obtained. Base line and needs assessment tools are employed
	4.2 Conduct needs assessment safely	4.2 Risk identification including understanding target group's values, level of cognition, concerns and sensibilities/embarrassment, past experiences Appropriate modifications made to suit target group's needs
	4.3 Establish educational goals	4.3 Information collected is analysed; factors impacting on subject content and manner of presentation. Assessment of goals, expectations and priorities. Proposed goals are checked to ensure target group's needs and educational objectives are defined

## STANDARD 4 Examples of evidence

*The following examples of knowledge, behaviours, skills and attitudes will assist in demonstrating achievement of the Standard. The examples are provided as a guide only and are not intended to be an exclusive or inclusive check list*

**Element 4.1** 1 Collect information and assess current knowledge and attitudes levels, assess cognitive capacities and needs

Demonstrate knowledge and skills to:

- ⇒ select and administer assessment tools appropriate to age and other relevant factors
- ⇒ obtain a comprehensive needs assessment
- ⇒ obtain relevant local information e.g. socio-cultural and religious mores
- ⇒ validate information and assess challenges and constraints
- ⇒ complete assessment in timely manner appropriate to target group's needs
- ⇒ provide clients with preliminary information
- ⇒ administer relevant pre- test instruments
- ⇒ where relevant administer, or request from an appropriate specialist, psychometric and other tests
- ⇒ progressively interpret and apply information to adapt assessment approach

**Element 4.2** Conduct needs assessment safely

Will include:

- ⇒ interpersonal communication skills to facilitate client's ease of disclosure
- ⇒ skills in early identification of pertinent attitudes, personal history and values
- ⇒ continuous engagement with relevant stake holders

**Element 4.3** Establish educational goals

Demonstrate knowledge and understanding of:

- ⇒ techniques for translating assessment findings into educational goals
- ⇒ techniques for building educational goals
- ⇒ taxonomies of educational objectives
- ⇒ compiling educational goals in the three domains

## **STANDARD 5**

### **Interpret and analyse the assessment findings**

This Standard encompasses one of the core activities of sexuality education and health promotion. It encompasses the knowledge and skills required to interpret test instruments and analyse the learner's cognitive and skills capacities, their attitudes and behaviours as they relate to sexuality education.

Knowledge and skills to:

- ⇒ interpret a range of assessment tools
- ⇒ interpreting assessment findings with respect to gender, age and psychosocial parameters of the client(s)
- ⇒ evaluate challenges and constraints
- ⇒ recognising and predicting likely impact of proposed programme

Knowledge and understanding of:

- ⇒ the interaction of physical, emotional, psychological states and how it impacts on sexual health
- ⇒ the impact of gender, age, society, ability, orientation, culture and religion on sexual health, attitudes and behaviour

Key issues include –

- ⇒ working within one own capabilities and providing referrals where required
- ⇒ working in partnership with the learners and/or teachers and parents/carers, and commissioning authorities

STANDARD 5	ELEMENT	CRITERIA
Interpret and analyse the assessment findings	5.1 Compare findings with cohort estimates and with cultural and statistical norms	5.1 Assessment findings are compared with age cohort and statistical norms. The levels of knowledge and attitudes are determined to establish entry point for learning activities and curriculum content
	5.2 Compare findings with current knowledge, expectations and practice appropriate to the age, intellectual capacity, ethnicity, religious beliefs and socio-cultural mores	5.2 Conventional expectations are defined. Learning outcomes are related to the conclusions of the assessment. Additional information is taken into consideration when making comparisons between target group and current practice for similar groups.
	5.3 Re-evaluate assessment, as required, to develop justifiable and sustainable set of educational goals to inform curriculum design	5.3 Results of assessment are correlated with additional information to reach justifiable conclusions. Current educational arguments and sound reasoning are incorporated into the decision making process
	5.4 Identify possible educational goals consistent with assessment findings	5.4 Goals and expectations are identified in collaboration with the stakeholders. Challenges and constraints are identified

## STANDARD 5 Examples of evidence

*The following examples of knowledge, behaviours, skills and attitudes will assist in demonstrating achievement of the Standard. The examples are provided as a guide only and are not intended to be an exclusive or inclusive check list*

**Element 5.1** Compare findings with cohort estimates and with cultural and statistical norms

Will include:

- ⇒ interpretation of comparative data
- ⇒ understanding of cultural norms and their context
- ⇒ principles and methods to assess learner's entry level in order to guide development of curriculum content

**Element 5.2** Compare findings with current knowledge, expectations and practice appropriate to the age, intellectual capacity, ethnicity, religious beliefs and socio-cultural mores

Applied knowledge and understanding of:

- ⇒ analytical methods and critical thinking to inform contextual curriculum development
- ⇒ current best practice in programme design for sexuality education and health promotion

**Element 5.3** Re-evaluate assessment, as required, to develop justifiable and sustainable set of educational goals to inform curriculum design

Applied knowledge and understanding of:

- ⇒ challenges and constraints as they relate to programme content and educational processes
- ⇒ establishing educational goals that are sustainable within the context of the target group and consistent with best practices

**Element 5.4** Identify possible educational goals consistent with assessment findings

Will include:

- ⇒ identification of proposed educational goals
- ⇒ consultation with stake holders
- ⇒ accommodating challenges and constraints

## STANDARD 6

### **Develop an appropriate intervention plan**

This Standard encompasses one of the core activities of sexuality education and health promotion. It encompasses the development of educational goals, learning outcomes, curriculum design, pedagogic processes, outcome assessments and evaluation

Determine –

- ⇒ educational goals and learning outcomes
- ⇒ scope of the curriculum content
- ⇒ pedagogical strategies (teaching processes)
- ⇒ assessment tools
- ⇒ suitability of proposed programme content and processes for target group

This will entail –

- ⇒ recognising current state of evidence about proposed programme content
- ⇒ rationalising choice of content considering target group, current context, ability and needs, best evidence and the specialist's knowledge and skills level
- ⇒ recognises constraints and limitations due to socio-cultural factors, and modifies approach accordingly
- ⇒ developing plans for progressive learning, appropriate to age and context
- ⇒ ensures that the target group has sufficient knowledge, skills and insight for continuous learning and personal development

Key issues include –

- ⇒ respecting the views and values of the target group
- ⇒ ascertaining the target group's understanding of the proposed learning outcomes
- ⇒ developing programme plans and strategies that are evidenced based and appropriate for the assessment findings and to meet the target group's needs



STANDARD 6	ELEMENT	CRITERIA
Develop an appropriate intervention plan	6.1 Develop rationale for the educational objectives	6.1 Significant features of assessment findings and educational objectives are identified.
	6.2 Design curriculum content	6.2 The potential impact of lifestyle, culture, values, attitudes and environment on curriculum content and process are identified. Content and processes are adapted to target group's context. Rationale is developed for the content and processes. Logical development of content meets educational objectives
	6.3 Determine appropriate pedagogical processes	6.3 Options for teaching tools and processes are identified and justified based on needs and best practice evidence. Content and tools selected are up to date and follow best practice evidence
	6.4 Set timetable for achieving goals and sequencing of content	6.4 A realistic time plan is established and designed to fit content
	6.5 Determine evaluation plan that uses valid and reliable outcomes	6.5 Relevant evaluation procedures are specified. Suitable outcome measures are determined. Appropriate documentation is maintained

## STANDARD 6 Examples of evidence

*The following examples of knowledge, behaviours, skills and attitudes will assist in demonstrating achievement of the Standard. The examples are provided as a guide only and are not intended to be an exclusive or inclusive check list*

**Element 6.1** Develop rationale for the educational objectives

Applied knowledge and skills in:

- ⇒ evaluating needs assessment and incorporate findings in rationale for learning outcomes
- ⇒ developing and recording educational objectives in each of the three domains

**Element 6.2** Design curriculum content

Ability to:

- ⇒ identify challenges and constraints
- ⇒ identify lifestyle, culture, values, attitudes and environment (context) of target group and incorporate in programme planning
- ⇒ write curriculum content
- ⇒ engage stake holders in programme planning and check against educational objectives

**Element 6.3** Determine appropriate pedagogical processes

Selects:

- ⇒ appropriate and effective processes suitable to age and context of target group

⇒ appropriate teaching aids that includes a variety of tools and activities

⇒ current research knowledge about proposed processes

⇒ interventions are within the educator's capacities and the target group's age, abilities and context

⇒ approaches that promote a sexually healthy lifestyle

⇒ content and processes based on ethical considerations

⇒ content and processes based on legal considerations

⇒ content and processes that are reasonably expected to have no adverse impact on the target group

**Element 6.4** Set time-table for achieving goals and sequencing of content

Ability to:

⇒ determine realistic time required to deliver content

⇒ match educational goals and teaching processes to content

⇒ work with target group or appropriate advocates to seek agreement on goals, content and processes

⇒ set timetable and agree to a written contract

Element 6.5 Determine evaluation plan that uses valid and reliable outcomes

incorporate in programme modification

Knowledge and skills to:

- ⇒ develop appropriate assessment tools for the learner, including pre- and post-test, to measure achievement of educational objectives
- ⇒ test reliability and validity of assessment tools
- ⇒ utilize content and processes evaluation tools
- ⇒ interpret the results of assessment tools and

Ability to:

- ⇒ source, implement and evaluate standardized assessment instruments

Commitment to:

- ⇒ recording, maintaining and comparing accurate records of learning outcomes and programme evaluation

## STANDARD 7

### **Implement effective and safe teaching and learning plans**

This Standard encompasses the consistent application of knowledge, understanding, skills and attitudes necessary to provide effective and safe sexuality education and health promotion.

Including –

- ⇒ working in partnership with the target group and relevant stake holders, the implementation of the programme plan is logical, systematic and monitored
- ⇒ providing relevant information to the target group in an appropriate way, assessing the participants' responses, and constantly adapting to the teaching/learning environment
- ⇒ showing empathy for the learners' level of comfort, dignity and cultural values, and respecting their right to confidentiality and privacy
- ⇒ demonstrating professional knowledge and skills that ensure that educational content and processes are effective, accurate and responsive to learners' needs
- ⇒ conducting teaching and learning sessions effectively, efficiently and sensitively, minimising embarrassment, discomfort or harm
- ⇒ conducting sexuality education and sexual health promotion activities within the scope of the role
- ⇒ recognising common situations that may require emergency procedures, including possible client centred health or emotional/psychological crises, and environmental hazards

Key issues include –

- ⇒ accepting the learner's right to refuse a suggested activity
- ⇒ informed consent and who provides that consent
- ⇒ matching the programme content and processes to the needs and context of the target group

STANDARD 7	ELEMENT	CRITERIA
Implement safe and effective teaching and learning plans	7.1 Obtain informed consent for the proposed programme, content and processes	7.1 Appropriate informed consent documents are provided and signed. Strategies are engaged to ensure that the implications of the programme and the participants' responsibilities are understood.
	7.2 Ensure an appropriate learning environment is maintained	7.2 All teaching/learning areas are sound proof and occupants are not visible to outsiders. Detailed records are maintained securely.
	7.3 Appropriate safety measures are in place for all who enter the premises	7.3 Appropriate occupational health and safety requirements are met. The rights of learners are respected and the educator's professional ethical principles are maintained
	7.4 Manage adverse events	7.4 Potential adverse events are identified and relevant precautionary measures are taken. Adverse events are recognised, managed appropriately and recorded
	7.5 Provide strategies for learners' on-going self management	7.5 Clear instructions and, where appropriate, demonstrations are provided. Regular feedback is provided in terms of meeting goals. Learners are encouraged to actively participate. Motivational strategies are employed and learners' responsibility for self-evaluation is encouraged. Appropriate tools, timeframes and outcome measures are defined.

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7.6 Implement sexual health promotion activities

7.6 Self management for maintaining sexual health and wellbeing is identified and advocated. Where appropriate, links to other professionals, to support groups, organisations and other resources are provided

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## STANDARD 7 Examples of evidence

*The following examples of knowledge, behaviours, skills and attitudes will assist in demonstrating achievement of the Standard. The examples are provided as a guide only and are not intended to be an exclusive or inclusive check list*

**Element 7.1** Obtain informed consent for the proposed programme, content and processes

Determine:

- ⇒ who is/are the appropriate consent giver(s)
- ⇒ relative benefits and limitations of each proposed intervention
- ⇒ any potential adverse outcome
- ⇒ legal and ethical requirements and informed consent
- ⇒ organisational requirements for obtaining and recording informed consent

**Element 7.2** Ensure an appropriate environment is maintained

Determine:

- ⇒ acoustic and visual security of teaching areas
- ⇒ group rules for mutual respect and confidentiality
- ⇒ security of client records
- ⇒ support staff training on confidentiality and other ethical issues is provided

**Element 7.3** Appropriate safety measures are in place for all who enter the premises

Determine

- ⇒ staff work stations meet occupational health and safety standards
- ⇒ common areas meet occupational health and safety standards
- ⇒ displays of clients' rights and professional ethics and responsibilities are prominently displayed in waiting areas
- ⇒ professional qualifications and credentials are prominently displayed in an appropriate area

**Element 7.4** Manage adverse events

Demonstrate:

- ⇒ ability to recognise adverse events impacting on client care
- ⇒ understanding of the signs of adverse events occurring prior to and during the sexuality education and health promotion processes
- ⇒ proficiency in managing adverse events that impact on participants
- ⇒ knowledge of emergency procedures for standard adverse events (e.g. fire)

**Element 7.5** Provide strategies for learners' self management

Demonstrates:

- ⇒ principles of self management
- ⇒ principles of motivation

**Element 7.6** Implement sexual health promotion activities

Selects strategies considering:

- ⇒ learners' age, abilities and socio-cultural background

- ⇒ community providers of sexual health education and promotion
- ⇒ strategies for preventative sexual health care
- ⇒ the importance of psychosocial and physical factors on individuals from diverse backgrounds and in diverse circumstances



## STANDARD 8

### Evaluate the effectiveness and efficiency of programme implementation

This Standard encompasses the requirements for sexual educators and sexual health promotion to establish rigorous and valid mechanisms to identify if expected outcomes are being achieved. This will include –

- ⇒ monitoring learners' progress by measuring and analysing qualitative and quantitative knowledge, attitude and, where relevant, behaviour changes at defined intervals, including systematically reviewing learners' self assessment
- ⇒ assessing whether programme have, or have not, effected change
- ⇒ applying the following reasoning processes:
  - ✓ systematically noting achievement of goals
  - ✓ monitoring limitations and restrictions
  - ✓ analysing changes resulting from teaching/learning strategies
  - ✓ comparing actual outcomes with expected outcomes and proposing reasons for differences, including taking into account such things as learners' unique circumstances
  - ✓ making defensible judgements on the effectiveness of teaching/learning strategies
  
- ⇒ identifying factors that may affect outcomes
- ⇒ identifying and addressing safety issues
- ⇒ determining modification in interventions based on changes in client status
- ⇒ recognising where further teaching/learning strategies will not effect significant change

Key issues include –

- ⇒ the collection and accurate analysis of learner assessment data
- ⇒ the collection and accurate analysis of programme assessment data

STANDARD 8	ELEMENT	CRITERIA
Evaluate the effectiveness and efficiency of programme implementation	8.1 Monitor teaching/learning outcomes	8.1 Specific and relevant methods of evaluation are used to assess teaching/learning outcomes. Qualitative and quantitative changes are measured safely and accurately and recorded according to accepted protocols
	8.2 Assess curriculum content and efficacy and, where indicated, design and implement modifications	8.2 Appropriate curriculum evaluation tools are employed and analysed. Modifications to content and/or processes are based on outcomes. Modifications are made to reflect changes in learners' knowledge and the relative effectiveness of interventions. outcomes

## **STANDARD 8 Examples of evidence**

*The following examples of knowledge, behaviours, skills and attitudes will assist in demonstrating achievement of the Standard. The examples are provided as a guide only and are not intended to be an exclusive or inclusive check list*

### **Element 8.1** Monitor teaching/learning outcomes

Ability to apply:

- ⇒ outcome measures and test instruments that are valid, reliable and appropriate to monitor teaching/learning
- ⇒ standardized procedure for documenting qualitative and quantitative changes in learners

### **Element 8.2** Assess curriculum content and efficacy and, where indicated, design and implement modifications

An ability to identify:

- ⇒ appropriate curriculum evaluation tools
- ⇒ factors that may enhance or limit achievement of successful outcomes

An ability to:

- ⇒ analyse assessment tools
- ⇒ appropriately modify curriculum content

## STANDARD 9

### **Operate effectively across a range of settings**

This Standard encompasses the understanding and application of knowledge and skills to ensure the delivery of high quality and safe services in the full range of settings and to the great diversity of target groups with whom the educator is required to work. This includes delivering services that are compatible with current national and international practices. Particular areas covered include -

- ⇒ working effectively across a range of settings and delivery models
- ⇒ working effectively in a team
- ⇒ making the necessary adjustments to maximise the quality of services delivered to target groups
- ⇒ effective management of time and work load
- ⇒ undertaking realistic self assessments, recognising own limitations, seeking assistance and making referral or consulting with others, including seeking supervision, feedback and mentoring support
- ⇒ adapting to changing situations including different resource levels
- ⇒ identifying opportunities and ways to improve services provided

Key issues include –

- ⇒ delivering programmes within current accepted paradigms
- ⇒ working safely and effectively, including working within one's role description and within one's capabilities
- ⇒ contributing to quality improvement processes
- ⇒ compliance with external requirements including local legislation
- ⇒ providing access to high quality services
- ⇒ promoting the value of sexual education and sexual health promotion to target groups, to other service providers and the community

STANDARD 9	ELEMENT	CRITERIA
Operate effectively across a range of settings	9.1 Use a model of programme delivery relevant to the educational setting	9.1 Work complies with the relevant guidelines, legislation, sexual health care initiatives and the local education and/or health promotion systems. The needs of different settings are identified and programmes and modes of delivery are adjusted to meet needs. Current accepted approaches to programme evaluation are demonstrated
	9.2 Work effectively within a team	9.2 Collaborative working arrangements with others is established and practised to provide optimal teaching/learning outcomes. An holistic approach to sexuality education and sexual health is promoted. Input provided at meetings and planning discussions. Support and respect for colleagues and other professionals. Advocacy is provided for learners, the community and the sexology profession. The sexuality education and sexual health promotion perspective is provided in inter-professional teams, to the benefit of all
	9.3 Manage own work schedule to maximise efficacy, efficiency and safety	9.3 Time management strategies are implemented. Change is effectively accommodated. Strategies employed to minimize risks and enhance safety

## STANDARD 9 Examples of evidence

*The following examples of knowledge, behaviours, skills and attitudes will assist in demonstrating achievement of the Standard. The examples are provided as a guide only and are not intended to be an exclusive or inclusive check list*

**Element 9.1** use a model of service delivery relevant to the educational setting

Applied knowledge and understanding of:

- ⇒ relevant and current guidelines and legislation that impacts on the provision of sexuality education and sexual health promotion services
- ⇒ local and international sexuality and health promotion initiatives
- ⇒ the way in which programme delivery will be affected by factors such as
  - ✓ social-cultural context
  - ✓ working with diverse groups, including age, gender and sexual orientation
  - ✓ working in governmental agencies
  - ✓ working in institutional settings
  - ✓ working in community settings (including metro, rural and remote)
  - ✓ working in non-governmental agencies
  - ✓ working with target groups with diverse ethnic and linguistic backgrounds

- ✓ working with indigenous people and communities

**Element 9.2** Work effectively within a team

Applied knowledge and understanding of:

- ⇒ different service providers and their roles, and how sexuality education and sexual health promotion can be integrated to meet the learners' needs

Demonstrate knowledge of:

- ⇒ advocacy processes
- ⇒ processes for working effectively within inter-professional teams

**Element 9.3** Manage own work schedule to maximise efficacy, efficiency and safety

Demonstrate knowledge of:

- ⇒ workload control strategies, including effective time management techniques
- ⇒ strategies to identify and control risks of workplace injury
- ⇒ policies and defined best practices as they apply to sexuality education and sexual health promotion

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