

CODE OF ETHICS FOR THE HEALTH EDUCATION PROFESSION

PREAMBLE

The Health Education profession is dedicated to excellence in the practice of promoting individual, family, group, organizational, and community health. Guided by common goals to improve the human condition, Health Educators are responsible for upholding the integrity and ethics of the profession as they face the daily challenges of making decisions. Health Educators value diversity in society and embrace a multiplicity of approaches in their work to support the worth, dignity, potential, and uniqueness of all people.

The Code of Ethics provides a framework of shared values within the professions in which Health Education is practiced. The Code of Ethics is grounded in fundamental ethical principles including: promoting justice, doing good, and avoidance of harm. The responsibility of each health educator is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work.

Regardless of job title, professional affiliation, work setting, or population served, Health Educators should promote and abide by these guidelines when making professional decisions.

Article I: Responsibility to the Public

A Health Educator's responsibilities are to educate, promote, maintain, and improve the health of individuals, families, groups and communities. When a conflict of issues arises among individuals, groups, organizations, agencies, or institutions, health educators must consider all issues and give priority to those that promote the health and well-being of individuals and the public while respecting both the principles of individual autonomy, human rights and equality.

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

Section 2: Health Educators encourage actions and social policies that promote maximizing health benefits and eliminating or minimizing preventable risks and disparities for all affected parties.

Section 3: Health Educators accurately communicate the potential benefits, risks and/or consequences associated with the services and programs that they provide.

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

Section 5: Health Educators are truthful about their qualifications and the limitations of their education, expertise and experience in providing services consistent with their respective level of professional competence.

Section 6: Health Educators are ethically bound to respect, assure, and protect the privacy, confidentiality, and dignity of individuals.

Section 7: Health Educators actively involve individuals, groups, and communities in the entire educational process in an effort to maximize the understanding and personal responsibilities of those who may be affected.

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

Article II: Responsibility to the Profession

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

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

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

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

Section 4: Health Educators contribute to the profession by refining existing and developing new practices, and by sharing the outcomes of their work.

Section 5: Health Educators are aware of real and perceived professional conflicts of interest, and promote transparency of conflicts.

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

Section 7: Health educators openly communicate to colleagues, employers and professional organizations when they suspect unethical practice that violates the profession's Code of Ethics

Article III: Responsibility to Employers

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

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

Section 2: Health Educators use and apply current evidence-based standards, theories, and guidelines as criteria when carrying out their professional responsibilities.

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

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

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

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

Section 7: Health Educators exercise fiduciary responsibility and transparency in allocating resources associated with their work.

Article IV: Responsibility in the Delivery of Health Education

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

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

Section 2: Health Educators remain informed of the latest advances in health education theory, research, and practice.

Section 3: Health educators use strategies and methods that are grounded in and contribute to the development of professional standards, theories, guidelines, data and experience.

Section 4: Health Educators are committed to rigorous evaluation of both program effectiveness and the methods used to achieve results.

Section 5: Health Educators promote the adoption of healthy lifestyles through informed choice rather than by coercion or intimidation.

Section 6: Health Educators communicate the potential outcomes of proposed services, strategies, and pending decisions to all individuals who will be affected.

Section 7: Health educators actively collaborate and communicate with professionals of various educational backgrounds and acknowledge and respect the skills and contributions of such groups.

Article V: Responsibility in Research and Evaluation

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

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

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

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

Section 4: Health Educators treat all information obtained from participants as confidential unless otherwise required by law. Participants are fully informed of the disclosure procedures.

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

Section 6: Health Educators who serve as research or evaluation consultants maintain confidentiality of results unless permission is granted or in order to protect the health and safety of others

Section 7: Health Educators report the results of their research and evaluation objectively, accurately, and in a timely fashion to effectively foster the translation of research into practice.

Section 8: Health Educators openly share conflicts of interest in the research, evaluation, and dissemination process.

Article VI: Responsibility in Professional Preparation

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

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

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

Section 3: Health Educators involved in professional preparation and development engage in careful planning; present material that is accurate,, developmentally and culturally appropriate; provide reasonable and prompt feedback; state clear and reasonable expectations; and conduct fair assessments and prompt evaluations of learners.

Section 4: Health Educators provide objective, comprehensive, and accurate counseling to learners about career opportunities, development, and advancement, and assist learners in securing professional employment or further educational opportunities.

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

Approved by the Coalition of National Health Education Organizations February 8, 2011

Task Force Members:

Michael Ballard

Brian Colwell

Suzanne Crouch

Stephen Gambescia

Mal Goldsmith, Chairperson

Marc Hiller

Adrian Lyde

Lori Phillips

Catherine Rasberry

Raymond Rodriguez

Terry Wessel