

The CHES Bulletin

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Fall 2008

CHES Exam Receives “Gold Standard” NCCA Accreditation

In the practice of health education, we strive to use the “gold standard” for the programs we deliver and communities we serve. The professional development and credentials we seek should be no different. The profession’s most sought credential, the Certified Health Education Specialist (CHES), has recently been granted the “gold standard” endorsement by the leading body in credentialing accreditation.

As of June 1, 2008, the CHES exam administered by the National Commission for Health Education Credentialing, Inc. (NCHEC) was granted accreditation by the National Commission for Certifying Agencies (NCCA). Accreditation by the NCCA signifies compliance with stringent testing and measurement standards among national health testing organizations. This recognition attests to NCHEC’s past and continued efforts to maintain the quality and integrity of the CHES examination program on behalf of the health education profession.

The NCCA is commissioned by the National Organization for Competency Assurance (NOCA), the leader in setting quality standards for credentialing organizations. Certification programs that receive NCCA Accreditation demonstrate compliance with the organization’s *Standards for the Accreditation of Certification Programs*, which were the first standards for professional certification programs developed by the industry.

The Standards focus on certification programs and are organized into five sections: (<http://www.noca.org/NCCAAccreditation/StandardsInterpretations/tabid/93/Default.aspx>)

- (1) Purpose, Governance, and Resources, containing five Standards
- (2) Responsibilities to Stakeholders, containing four Standards

- (3) Assessment Instruments, containing nine Standards
- (4) Recertification, containing two Standards, and
- (5) Maintaining Accreditation, containing one Standard.



For an exam to be considered at the level of professional credentialing (certification, licensure or registration) versus an end-of-course examination, there are five major distinguishable criteria:

- (1) A professional role delineation or job analysis is conducted and periodically validated.
- (2) A demonstration of how the examination is linked to a defined body of knowledge, based on the professional role delineation or job analysis, is provided.
- (3) A demonstration of reliability and validity of the examination, based on psychometrically accepted statistical methods, is provided.
- (4) A minimum passing score is developed using psychometrically accepted statistical methods.
- (5) A demonstration that alternate forms of the examination are parallel in construction and content coverage, and equated for difficulty using psychometrically sound techniques, is provided.

For the accreditation period of five years, NCHEC is responsible for maintaining continuous compliance with the accreditation standards listed above.

This is a significant step for CHES. Accreditation and proliferation of certifications is important in promoting the CHES credential and furthering it as the leading credential within the field of public health education.

inside this issue

Pg 2 **Feature:** Global CHES Conference Schedule Next Exam Dates

Pg 3 Leadership News NCHEC Forward

Pg 4 CHES in Puerto Rico **Feature:** Job Analysis New NCHEC Staff

Pg 5 Advancing the Profession CIGNA and CHES

Pg 6 New CHES

Pg 7 CHES High Scorer

Pg 8 NCHEC Staff, Board of Commissioners & Editorial Board

CHES in the Global Arena

NCHEC Executive Director Attends Invitation-Only Global Consensus Conference On Domains of Core Competency In Health Promotion and Health Education (pg 2)

Veterans Benefits

We're Approved! (pg 4)

New Job Analysis Project

Keeping Our Competencies Current (pg 4)

Check out the CHES Bulletin online: www.nchec.org/news/news.htm

NCHEC Executive Director Invited to Global Consensus Conference On Domains of Core Competency In Health Promotion and Health Education

NCHEC Executive Director, Linda Lysoby, was one of 26 leading authorities in competency-based and accreditation movements in global health promotion, health education, and public health invited to attend the Galway Consensus Conference June 16-18, 2008.

The conference, the first of its kind, was hosted by the National University of Ireland, Galway, and was assembled in response to the global health crisis to address the development and implementation of credentialing systems to strengthen global capacity in health promotion - a critical element in achieving goals for the improvement of global health.

The conference was co-chaired by Prof. Margaret Barry of the National University of Ireland, Galway, who serves as the global vice-president for capacity-building, education and training for the Paris-based International Union for Health Promotion and Education (IUHPE), and Prof. John Allegrante of Columbia University, a past president of the Society for Public Health Education (SOPHE) in Washington, DC.

The 26 attendees hailed from top competency-based and accreditation organizations including the AAHE, Council of Accredited MPH Programs, CDC, CEPH, IUHPE, NCHEC, Royal Society for the Promotion of Health in the United Kingdom and SOPHE. Individual representatives from various US and international universities also were in attendance and hailed from France, Iceland, Ireland, Japan, Norway, Spain and the UK.

Over the two-day period, the individuals were able to reach an accord on what should comprise the global domains of core competency in health promotion and health education.

Linda explained, "We [NCHEC] are excited and honored to be included in the discussion" Linda went on to explain that a discussion on this global scale will be highly beneficial to CHES. Having CHES at the table as a voice and representation for well-established competencies

that have worked in the United States, gives us a strong position in influencing a possible movement towards an international certification and establishment of global competencies. Moreover, it is a positive step towards strengthening global health as well as the role of CHES in effecting domestic and international wellness. The CHES credential will not be lost in the progression, but valued.

A consensus statement issued by the organizers identified eight domains of core competency that are required to engage in effective health promotion practice. They are Catalyzing change, Leadership, Assessment, Planning, Implementation, Evaluation, Advocacy, and Partnerships.

The statement also asserts that "Acquiring proficiency in the domains of core competency will require setting standards and developing quality assurance mechanisms that are practice-based and periodically updated," and that "standards and quality assurance mechanisms . . . need to be in place in all countries."



23 of the 26 attendees at the Galway Consensus Conference hosted by the National University of Ireland, Galway, Ireland

Barry, professor of health promotion and public health, and director of the Health Promotion Research Centre at the National University of Ireland, Galway, said that "The transcontinental quality-assurance efforts share common goals: to protect the public by establishing and assuring a minimum acceptable standard of quality and performance for practitioners of health promotion; to improve or strengthen academic preparation through systems of peer review; and to promote continued professional development of the workforce."

The consensus statement will now be circulated among professionals, employers, and other interested groups for comment over the next six months. The final statement, along with the background papers that informed the conference deliberations, will be published by IUHPE and SOPHE within the next year. CHES are encouraged to view the draft consensus statement, along with links to a public comment page where comments, suggestions, and recommendations may be posted. All documents and links can be found on the front page of the SOPHE Web site www.sophe.org.

Excerpts taken from SOPHE press release www.sophe.org

Conference Schedule

Mark your calendars for opportunities to earn continuing education contact hours. For more information on the conferences, visit the organization's Web site.

Organization	Details	Dates	Location
Society for Public Health Education (SOPHE) Annual Meeting	www.sophe.org	October 23-25 2008	San Diego, California
American Public Health Association (APHA) Annual Meeting	www.apha.org	October 25-29 2008	San Diego, California
American School Health Association (ASHA)	www.ashaweb.org	November 11-15 2008	Tampa, Florida

Next Exam Dates

Tell a colleague or student that the next CHES exam dates are **October 18, 2008** and **April 25, 2009**. For more information, visit the Web site at www.nchec.org or contact the exam coordinator at 888-624-3248, ext 12.

OCTOBER 2008							APRIL 2009						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4				1	2	3	4
5	6	7	8	9	10	11	5	6	7	8	9	10	11
12	13	14	15	16	17	18	12	13	14	15	16	17	18
19	20	21	22	23	24	25	19	20	21	22	23	24	25
26	27	28	29	30	31		26	27	28	29	30		

On What it Means To Be a Health Educator: Standing on the Shoulders of our Mentors

Board of Commissioner's Chairperson Update

A report from: Mal Goldsmith, PhD, CHES

Reflecting on what it means to be a health educator, it is important to recognize that all of us stand on the shoulders of those who have come before us. Over the past two years many of our renowned leaders have died, enabling us to reflect on their contributions to our field and to us personally. Having studied under Bob Russell I fully understand and appreciate the realities of life and death. His death along with the deaths of Bill Kane,



Bill Carlyon, Elena Sliepcevic and Peter Cortese among others leaves a huge professional gap of dynamic and innovative individuals who did so much to enrich our field and promote our credentials. As we stand on their shoulders we should not lose sight of their contributions and the lessons they want us to carry forward. These lessons are first and foremost about how to carry oneself as a human being. Of their many contributions I will select one to share and encourage you to emulate.

I chose to pursue my Ph.D. at Southern Illinois University Carbondale for one reason: to study under Bob Russell. For all of his great contributions including his creativity, spirituality and disdain for statistics, the one that stands out the most to me was his love for life and people. I love our field for many reasons but certainly a key one is how health educators enjoy life and truly care about people. I think it is a key reason why we are often successful where other health professionals sometimes fail. The ability to stay positive and care more about people than results is a goal that will serve us well no matter where we work.

In 1989 when I was working in Hawaii Bill Kane spent three days with my wife and me when he was in route to a move to Fiji. We had a great visit and talked of dreams and paradise. Years later this same man opened his home to almost 85 members of Eta Sigma Gamma, serving us wine and dinner. After careful reflection on his contributions, I think Bill would be pleased with my choice of "be who you are." In a world where everyone seems to try to be something they're not, Bill was the consummate individual. He walked his own path and never once worried what you thought about him. Now more than ever we need this type of role model to help the young and not so young be reminded that life is always the best when you are free to be yourself.

Bill Carlyon was easy – have a sense of humor. I have never been around Bill when he was not laughing or enjoying the moment. No matter how serious or bad the situation was, Bill always had a way of making light of it and easing the tension. Working in a field where the stress levels can be high and the health consequences serious, Bill reminded all of us of the human need to laugh. Years later all the research on humor and health confirmed that he was indeed right on target. All of us can benefit from more laughter and humor in our lives.

After choosing Bob Russell to head my Doctoral Committee, the first person I chose to add to it was Elena Sliepcevic. What a remarkable woman who broke down so many barriers for us in Health Education. The greatest lesson I learned from her was to be well-read, particularly outside of the health education literature. Elena taught us that we need to connect with other fields and the best way to do that was to connect what we are doing with what they are doing. She was into collaboration long before it became a buzz word. At a time when our society is reading less and less, it is so important to be reminded of its role not only in our intellectual development, but our ability to connect our field with others.

Peter Cortese's lesson was also very easy for me to identify.....kindness. Peter would talk to anyone at anytime and always made you feel he was a special friend. He was never too busy to chat with a student, colleague or stranger. He never was full of himself and his conversations were always directed to your needs and not his. He truly was a wonderful man even to the last days of his life. As professionals it is easy to focus on the issues and debate their merits, but we often have more success in life when we work on relationships. Peter taught us that by modeling. It's a lesson we all should remember.

As we reflect on those whose shoulders we stand on let's not lose sight of the lessons they have taught us. To promote the health of individuals, groups and communities is a wonderful professional goal to be a part of. More importantly, to be quality human beings as these mentors have taught us is even more critical. We get so busy in life that we often lose track of the human side of life. Take some time to reflect and to act in more humane ways and hopefully one day others will stand on your shoulders citing what a great model you were to them.

Looking Forward, Moving Ahead

A report from: Linda Lysoby, MS, CHES
Executive Director, NCHEC

These are exciting times for health education as a profession and for the National Commission for Health Education Credentialing (NCHEC) in particular. After a relatively short time in existence, under 20 years, the Certified Health Education Specialist (CHES) credential is being recognized more and more by employers. This



is evidenced by the increasing numbers of job listings on our Web site, <http://www.nchec.org/seekers/seekers.htm> and the deliberate increase in CHES preferred jobs by large employers such as Cigna, an insurance company specifically seeking CHES for health educator positions (pg 4 & NCHEC Web site for details).

It also is very rewarding to know that NCHEC is following national standards of the credentialing industry which led to recognition as being accredited by the National Commission for Certifying Agencies (NCCA) (pg 1). This is extremely important in a time when increased demand by the public for various types of credentials has led to an increased availability of many types of certifications which may not meet the rigor of these national standards.

Along with NCCA accreditation and in keeping with the accreditation standards, it is necessary to periodically perform a job analysis to ensure that the examination is based on what is needed in practice. This process is under way once again, this time in a 16-month project called the Health Education Job Analysis.

In addition to exposure from our recent accreditation, we have been invited to participate in sessions at the American Public Health Association (APHA) and the Society for Public Health Educations (SOPHE) conferences in San Diego in October.

Internally at NCHEC, we are making strides to strengthen CHES by prioritizing and increasing our marketing efforts. The NCHEC logo shown on this newsletter was redesigned to show a more contemporary look. The Web site is currently being redesigned for easy accessibility and more online features. By next summer, we will be conducting board elections online.

By now you should have received your fall informational mailing. Included in that packet is your most current transcript of Continuing Education Contact Hours (CECH), address change form, and the election ballot with candidate profiles for the positions on the Division Boards and Board of Commissioners of NCHEC. This is your opportunity to elect those individuals who will represent your interests on these boards. Please take the time to complete and return the ballot by September 30, 2008. Your vote matters!

Thank you for your continuing support of the CHES credential.

Celebrating Public Health Education in Puerto Rico



Written by:

Carlos E. Rodriguez-Diaz, PhD, MPHE, CHES, CCHP
Instructor, Public Health Education Program
University of Puerto Rico – School of Public Health

The University of Puerto Rico - School of Public Health is celebrating the 60th Anniversary of the Public Health Education Program. This graduate program has been a landmark for the academic preparation of health educators in Puerto Rico and a major contributor to the profession in the Americas and globally. Since 1948 this academic program has granted the degree of Master of Public Health Education (MPHE) and witnesses the development of outstanding professionals in the field who are working at the local, national and international levels.

Since the inception of the program, faculty, students and alumni have participated in several research projects, collaborative agreements with governmental and non-governmental organizations and are actively participating in professional organizations in the fields of health education and health promotion.

Along with this, the graduate program has been part of several actions taken to promote health education practice in Puerto Rico. A major contribution has been the establishment of a law in 1975 to license and regulate the practice of health education in Puerto Rico. The regulation includes the academic preparation of those individuals who can practice health education, as well as maintenance of continuing education requirements and a code of ethics.

The local efforts for a competent health education workforce have been supported by the availability of the CHES examination to our students, alumni and practitioners since 1989. The CHES credential along with the local licensure, has been increasingly recognized by employers on the island during the last years. In the process, we have faced some challenges with pre-approved continuing education being continuously available in Puerto Rico and managing an examination process in a foreign language. However, every year we have seen an increasing number of practitioners and students opting to take the examination.

The Public Health Education Program at the University of Puerto Rico - School of Public Health and the practice of health education in Puerto Rico have many opportunities to come. We are oriented to respond to the academic preparation and public health needs of professionals engaged in the practice of health education and health promotion. We will respond to further actions learning from past experiences and envisioning a bright future for the field.

New Job Analysis Project Underway

It is imperative that the competencies that are central to professional

preparation, professional development and credentialing are contemporary and reflective of what is needed in health education practice. In particular, in terms of credentialing, standards for certifications have been published by the National Commission for Certification Agencies (NCCA), the accrediting subsidiary of the National Organization for Competency Assurance (NOCA), including the requirement that the basis of a certification examination must be derived from a job analysis. Best practices of accredited agencies indicate that re-validation of the competencies (performance domains) should be conducted every 5 years.

The last competency analysis, known as the National Health Educator Competency Update Project (CUP), was completed in 2004. Therefore, the goal is to have another analysis completed by 2009. In contrast to the process used to complete the CUP project, which was the result of a tremendous volunteer commitment in both time and financial donations from professional organizations and individuals, careful thought and planning by those associated with CUP have put us in a position to hire a firm to conduct the next job analysis. Contracting this work should shorten the timeline and reduce the volunteer time and financial burden of this project. Funding for this project was derived primarily from the designated profits of the sale of the publication, *A Competency-Based Framework for Health Educators-2006*.

NCHEC Welcomes Stephanie Stevens!

NCHEC is pleased to welcome Ms. Stephanie Stevens, MPH, CHES to the team at the national office. Stephanie is a recent



graduate of University of Maryland, College Park (UMCP) where she received her MPH in Public and Community Health. She received her bachelor's degree in communication studies from Longwood College in Virginia.

While in graduate school, Stephanie worked for the marketing office of the UMCP Health Center creating marketing campaigns and planning health promotion events. Prior to returning to graduate school Stephanie worked in the continuing education field as a Program Specialist with the National Association of College and University Attorneys (NACUA). Her experience with NACUA included planning of continuing education programs, communication and creation of marketing materials for educational programming and editing of educational program content. Prior to that, Stephanie worked in various communication roles in the fields of small business development and real estate.

Stephanie will be joining NCHEC to take over responsibility of the CHES Bulletin, implementation of the new NCHEC Web site, as well as working with the marketing committee in efforts to create marketing materials and implement marketing strategies.

Veteran's Benefits

NCHEC is proud to announce the CHES exam has been approved for veteran's benefits. Now, veterans and approved dependants can take advantage of veteran's education benefits for CHES exam fees. For more detailed information, contact the exam coordinator at 888-624-3248, ext 12.

The Professional Examination Services (PES) has been contracted to oversee a 16-month project that began with strategic planning sessions conducted by PES with AAHE, SOPHE and NCHEC leadership. PES will utilize a multi-step process of review and comment on the competencies. Following a call for nominations with more than 200 responses, 65 demographically-diverse volunteer health educators who work in a variety of health education practice settings were selected to serve as task force members, telephone interview participants, independent reviewers, and survey pilot test participants. In addition, in 2009, a survey instrument regarding the competencies of health educators will be distributed to a stratified sample of health educators that incorporates the key professional and demographic variables of interest (e.g., years of experience, level of education, CHES certification status.) The presentation of survey results and Job Analysis Task Force recommendations are expected to be completed by the fall of 2009.

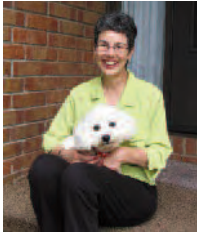
This Job Analysis Project will help validate the contemporary practice of entry-level and experienced health educators and shape the blueprint for entry- and advanced-level credentialing. This also will have implications for professional preparation and professional development of health educators. Updates on this project can be found on the NCHEC Web site at: www.nchec.org.

FYI: CIGNA Healthcare has created 20 new CHES preferred jobs in several states! For more details on opportunities, contact Janna Trevino: janna.trevino@cigna.com. or visit <http://careers.cigna.com/>

“CHES Advancing the Profession” Advancing the Health Education Credential and Profession Recognizing

Patricia A. Thomas, M(ASCP), MPH, CHES

Submitted by: Stephanie Mathews, MPH, CHES, Centers for Disease Control and Prevention



Patricia A. Thomas, Health Scientist at the Centers for Disease Control and Prevention (CDC) in Atlanta, is a shining example of CHES advancing the profession. She strongly advocates for the health education profession and the CHES credential and demonstrates all four competencies in Responsibility VII. She readily demonstrates each Competency A-D

as a consultant, reviewer and continuing education program developer. She has been CHES certified since 1997 and has been actively and progressively involved with promoting health education at various levels and in various capacities.

She served as an instructor for the CHES Review given at Emory University from 2003-2004 and she has served on the CHES Advisory Committee for CHES reviewers at CDC for the past 3 years. Along with this, she is a consultant for the continuing education department at CDC as a developer of health education activities as well as a reviewer of proposals for accreditation and CHES continuing education activities.

Along with her dedication to CHES, Ms Thomas is dedicated to the health education profession. At CDC, she is involved as an advocate at the community/grassroots level through volunteer outreach service in the Save the Children Foundation and health education programs in minority communities in Atlanta. She is also the recipient of various honors and awards for excellence in the field as well as serving as a board member of the Society for Public Health Education (SOPHE).

Personally, I can attest to Ms. Thomas' commitment to advancing the profession. When I started working at the CDC, I was a second

year student in graduate school. I had heard of CHES but I was not highly interested in taking the exam. Ms. Thomas took the time to educate me about the credential and encouraged me to become CHES certified and to be active in promoting health education here at the CDC.

Ms. Thomas deserves to be recognized as the CHES Advancing the Profession. She has consistently shown her dedication, skill and compassion in the field of health education. She not only communicates and advocates for health and health education in the work environment, but in the community at large.

How have you benefited from being CHES certified?

“Being CHES certified has helped my career by allowing me to address different populations on pertinent health issues of today. I have been able to convey my experience as CHES to those persons who are taking the CHES exam for the first time. People now a days are very concerned that a professional be qualified to perform certain tasks related to their job. *Those credentials at the end of any health educator's name signify that a person is knowledgeable and competent to give this information. I believe that it encourages trust from the public.*”

What benefit do you feel being CHES offers?

It allows health educators to demonstrate their qualifications for the profession. When most private and governmental agencies advertise for a health educator, they usually state that the person must be a certified health education specialist. In this day and age where liability has become an issue, having a health educator who is CHES says that the person is qualified to do his or her job and have met certain standards set by an accrediting agency for the profession.

DO YOU KNOW SOMEONE LIKE PATRICIA?

NCHEC is pleased to have Patricia A. Thomas, M(ASCP), MPH, CHES as our first “CHES Advancing the Profession” featured CHES.

Do you know someone like Patricia who does an outstanding job of advancing the credential and the health education profession? If so, we want to recognize them for their continued commitment to the profession.

If you would like to nominate someone, review the criteria below and follow the instructions for submitting nominations.

Nomination Criteria

- ❖ The nominee must be a current CHES
- ❖ The nominee must actively demonstrate at least one of the four competencies in Responsibility VII: Communicate and Advocate for Health

and Health Education
(<http://www.nchec.org/about/nchec/rc.htm#7>)

- ❖ The nomination must include specific examples of how the nominee advances the CHES credential and promotes the health education profession, examples include: innovative work in the profession, continuing education, increasing the number of exam participants, professional development, promoting the credential to employers, advocacy work, etc.

Requirements

All nominations must include the nominee's name, employer, and one-two paragraphs indicating the nominee's qualifications according to the above criteria.

Review Process

All nominations will be reviewed by Directors

from the Division Board for Professional Preparation and Practice. Each applicant will be rated based on the nomination criteria.

The selected applicant will be featured in the CHES Bulletin and on the NCHEC Web site.

How to Submit Nominations

Please send all nominations to nchec@nchec.org. We will contact the final nominee via e-mail to notify them of their recognition prior to publishing the CHES bulletin and placing their information on the Web site.

Questions

For additional questions, please contact nchec@nchec.org.

Note: Current NCHEC Board Commissioners and Division Directors are not eligible to be nominated.

NCHEC Welcomes New CHES - Spring 2008

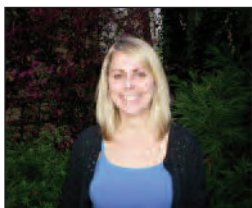
The following is a partial list of those who earned the distinct title of Certified Health Education Specialist (CHES) in the April 2008 examination. NCHEC welcomes them to a class of more than 8000 active CHES. Those who opted not to be published are excluded from this listing.

Linda M Acheson Cockerill	Jane Carlisle	Amanda L Elleby	Kathalene M Harris	Tiffany K King
Laura B Ambrose	Norima A Carter	Alycia S Ernst	Sarah Harrison	Adriane N King
Ndidi N Amutah	Carolina D Castano	Laura M Esch	Brenna L Haviland	Aimee L Kinney
Kristinia M Anderson	Elizabeth J Castro	Emily L Eschbacher	Natasha M Hawkins	Kristen M Knipper
Teresa E Araas	Rebecca Cathcart	Cindy A Esparza	Andrea S Hawkins	Sarah L Kole
Jamie L Arnett	Julia R Caudill	Karen Evans	Shanteshia D Haynes	Thomas M Koopman Jr
Stephanie M Atella	Jan V Chacon	Tekla V Evans	Cindy D Haynes-Morgan	Anastasia Kowalczuk
Michael S Ayer	Stacey C Chazin	Stephen S Evans	Sean R Headden	Jill M Kowalski
Angela S Backus	Shannon L Chovan	Charles W Ewing Jr	Chrystal L Hedges	Sigrid G Kresl
Florence O Bada	Kelly A Church	Annabelle F Fago	Erica M Henry	Laura E Kresl
Molly H Baldrige	Gloria J Clarke	Jennifer R Farley	Mary P Herbert	Emily M Krogmann
Melissa M Barth	Angela A Clements	Brittani C Farn	Dyette I Hernandez	Sarah E Krygowski
Sara G Bates	Sara A Clements	Lillian R Farrell	Helen Hernandez	David Kuiper
Joy Bayless	Nora A Cobo	Mary E Feeney	Jacqueline D Hill	Kelly K Kunkel
Crystal R Beard	Lazon Coleman	Norma P Fernandez	Melanie L Hill	Christina E Lacy
Kimberly A Beers	Paula Collier	Carly S Feuerstein	Dana J Hill	Catherine C LaMay
Meckenzie A Behr	Monica L Colucci	Ines Filipovic	Genevieve Hneich	Maguey S Landa
Melissa Belluz	Kristy N Cordon	Valerie Fletcher	Elizabeth T Hodges	Michelle L Larsen
Christina L Benjamin	Theresa D Corrigan	Juliana L Fodera	Heather M Hofherr	Abby L Larson
Taylor K Bennett	Shannon Cosgrove	Dara C Ford	Lauren M Holmes	Lydia P Laurean
Abigail R Berg	Beth R Cowan	Nicole D Forman	Zahra Hoodbhoy	Heather D Leclerc
Bojana Beric	Kelly I Crawford	Andrea H Forsman	Carly L Hopper	Alyssa M Lederer
Molly H Bernas	Terese Critch-Gilfillan	Erin K Fortunato	Michelle Horejs	Lauren K Lee
Eugene Beronilla	Gretchen G Cullenberg	Catherine E Foster	Karla L Huber	Liz M Lefebure
Kalpana Bhandari	Laurel E Curry	Jessica R Friedland	Sarah A Huggins	David P Lehmkuhl
Jill A Biddle	Rachel E Dahm	Craig Frierson	Mary K Hughes	Daniela Lembo
Randy W Black	Daisy Danforth	Erin M Fuller	Julie M Huxsoll	Raynette M Lennix
Karen L Blackwell	Kylie M Davidson	Katie J Gage	Samantha N Hynes	James E Leone
Hannah J Blair	Leticia R Davila	Lauren N Gase	Joy A Ilegbameh	Beverly D Levine
Keiotha L Blake	Camina Davis	Rochelle Gates	Kazumi Inden	Choulene Li
Joey L Blakley	Margrett R Davis	Angel Gates	Erin M Isbell	Amanda R Liberty
Allison A Blust	Patric E De Jong	Caroline R Gault	Elena J Jacinto	Jonathan F Lindner
Jeffrey R Bolles	Jacqueline A Deas-Brown	Lauren E Gearhart	Haley D Jackson	Tracy M Line
Lauren A Borovicka	Karen R DeBonis	Nicole M Gehmlich	Tiffany L Jacobs	Shannon J Lineman
Lindsey M Bouza	Carolyn R DeCarli	Taraya Gibson	Christine A James	Jessica J Link
Molly A Bowers	Laura A DeFrenza	Amanda R Gilbert	Tracey A James	Amy M Linscomb
Justine L Bowman	Ginevra F Deianni	Jessica M Gillaspay	Izumi Jinnai	Michael M Litterer
Andrea L Boyd	Emilie H Delestienne	Lindsay R Glanz	Molly B John	Luisette Lopez
Jodi L Brawley	Kristin R Dellinger	Terah L Glass	Steven Johndro	Paul J Lucas, II
Leah E Braxton	Diana P DeMartini	Edna Glover	LoTanya N Johnikins	Natalie K Lueders
Leah T Brendel	Tina M Devlin	Tamala Gondwe	Callie Johnson	Joanna M Lyon
Laura A Bright	Vanessa M DeYulius	Kaley M Goodwin	Cynthia Johnson	Meagan E Lyon
Denise H Britigan	Leslie A Dill	Cindy Gotz	Anthony M Johnson	Jenna L Maas
Beth Broussard	Heather J Doane	Rebecca L Gray	Crystal D Jones	Mina Madani
Jessica T Brown	Pamela Donovan	Tisha F Gregory	Tiffany N Jones	Kelby Magennis
Chabria A Bullock	Jaclyn M Doolittle	Jessica R Grizzell	Kimberley R Jones	Margot S Mahannah
Joan A Bunting	Lauren R Dorsett	Michelle R Grozier	Tameka P Jordan	Linda Mako
Stephanie L Burke	Ginger E Dorsey	Lindsay A Guckian	Jennifer J Jordan	Elen B Maletich
Sara Burns	Alicia M Dosh	Brittany Hacker	Sandy Kalabalikis	Kathleen M Mannion
Helen C Burnside	Shannon M Downing	Amy M Hagen	Erica T Kane	Jennifer A Marsden
Kristen N Burwell	Jacqueline Dukehart	Debra S Hall	Alison L Keith	Alison Z Martin
Monique Bussell	Elizabeth L Dunn	Jenifer R Hamilton	Gail J Kelly	Ligia M Masilamani
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Lauren Gase: High Scorer on the April 2008 Exam



Lauren Gase, MPH, CHES

Lauren Gase is a recent graduate of Emory University where she received her MPH from the Rollins School of Public Health. She recently accepted a Presidential Management Fellowship with the Centers for Disease Control and Prevention. She is a member of the Evaluation and Program Effectiveness Team within the Division for Heart Disease and Stroke Prevention.

Institute of Child Health and Human Development and was inspired to return to federal service after completing her MPH.

"I chose to become CHES to affirm my competence in the field of health education, to contribute to professional standardization, and to demonstrate my commitment to continued professional development"

– Lauren Gase

Lauren has a passion for program evaluation and has worked on a number of national evaluation projects in a variety of fields including tobacco control, workforce development, and maternal and child health. Before attending Emory, she was a post-baccalaureate fellow with the Prevention Research Branch at the National

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