



NCHEC NEWS

CREDENTIALING EXCELLENCE IN HEALTH EDUCATION

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Winter 2014

What's CHES/MCHES Got to Do with It?

Written by: Melissa Rehrig, MPH, MCHES

On Wednesday November 20, 2013, NCHEC and HPLive hosted a live Webinar, "What's CHES/MCHES Got to Do with It?" The purpose of the Webinar was to discuss key differences between quality certifications and certificate programs. To do this, presenters engaged in a discussion surrounding the differences between a quality certification program vs. assessment-based certificate program, the importance of NCCA accreditation, the Health Education Specialist Practice Analysis (HESPA), and other certification-related topics. Beth Chaney, PhD, MCHES, faculty member at East Carolina University, and Immediate Past-Chair of NCHEC's Board of Commissioners; Dixie L. Dennis, PhD, MCHES, FAAHE, from Austin Peay State University and Co-Chair of the HESPA Taskforce; and Melissa Rehrig, Deputy Executive Director of NCHEC, all served as presenters.

Beth Chaney used the Institute for Credentialing Excellence's (ICE) document *Defining Features of Quality Certification and Assessment-based Certificate Programs* as the basis for her portion of the Webinar. This document, which can be found on the ICE Website at <http://www.credentialingexcellence.org/p/cm/ld/fid=48>, highlights the similarities and differences between quality certification and assessment-based certificate programs. The document focuses on 12 key aspects of certification and assessment-based certificate programs. The images to the right provides a snapshot of the discussion.

Dixie Dennis gave an update on the HESPA project and timeline. She noted that in order to be in compliance with the National Commission for Certifying Agencies (NCCA) standards, the certifying agency must conduct an analysis every five years of persons working in the profession. It is imperative that competencies central to professional preparation, professional development, and credentialing specific to health education specialists remain contemporary and reflective of current health education practice. Also, she encouraged Webinar attendees to participate in the survey in early 2014. (See Leadership News on page 2)

Lastly, Melissa Rehrig presented the last two sections of the Webinar which pertained to the NCCA standards and updates on the certifications. Melissa provided examples of ways NCHEC meets NCCA standards in areas such as governance, responsibilities to stakeholders, and assessment instruments. She reiterated information from Dr. Dennis's presentation regarding the importance of the practice analysis as one of the national standards. Also, Melissa shared some updates on the certifications such as the advocacy work that resulted in CHES and MCHES being recognized in national diabetes work (see page 6 for more information). She closed with information on how individuals can advocate for the credentials and the health education profession.

Approximately 180 participants logged in to view the live Webinar. The Webinar was recorded and the link is available on both the NCHEC and HPLive Websites. To gain CECHs for CHES/MCHES, contact HPLive or michaela@hpcareer.net.

DIFFERENCES

Professional Certification Program

- Focus is assessment of individuals
- Evaluate mastery of knowledge, skills, competencies
- Job Analysis/Role Delineation to validate assessment (periodically revised)
- Provider is independent from educational/training program
- Credential is time limited – certificants are subject to disciplinary policy
- Required to engage in specified activities designed to measure continued competence
- An acronym is awarded or letters after ones' name to signify maintenance of credential

Assessment-based Certificate Program

- Focus is education and training
- Facilitation of accomplishment of learning outcomes
- Content validation at a minimum to document the link between intended learning outcomes and the assessment
- Provider conducts or sponsors the training required
- NOT time limited (does not lapse or expire)
- NOT required to engage in subsequent activities for maintenance
- NOT awarded an acronym or letters for use after name

Source: Institute for Credentialing Excellence

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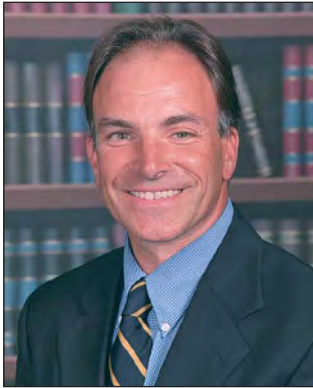
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NCHEC BEGINS STRATEGIC PLANNING 2015-2019

Message from the NCHEC Board of Commissioners Chair, Stephen F. Gambescia, PhD, MCHES



In the coming year, NCHEC will begin developing its strategic plan for 2015-2019. I have to say your elected officials of NCHEC and the staff are poised to ask and review some hard questions about NCHEC's efforts in the next few years. As you know, a good strategic planning process calls for a SWOT analysis. We are quite aware of several Opportunities. Please know that we take seriously your communications, feedback, and responses to our surveys which make us aware of these opportunities by learning about your preferences.

As the outgoing chair, I am confident that the Commissioners and Division Board members will work hard at strategic planning. Dr. Deborah Fortune, long-time certificant holder, experienced health education specialist, and faculty member, will be chair of the Commission. Dr. Dixie Dennis returns as a Commissioner. Also, there are several Commissioners experienced in strategic planning. Many of those rotating off the Division Boards or the Commission continue to contribute in significant ways as well.

We are looking at the possibility of the credentialing exam being taken online. We know that many in the field want more advocacy around health insurance (private or public) reimbursement for health education services. We are acutely aware of the many

“sub-fields” of the wellness movement moving toward some type of quality assurance, e.g., certificates. Should we expand the mission to include other types of quality assurance? We are getting more requests from other countries about health education specialists and our quality assurance system. Could we export some of our intellectual capital? Now and again the issue of specialty certification, e.g. settings, health issue, or population-based comes up for discussion.

These and other issues will be discussed all the while keeping central how NCHEC can market and create value in the credentials (CHES/MCHES). Strategic plans include operational, coordinating, and strategic goals and objectives. We need to stretch to ensure that the plan is truly strategic!

In my last column (fall 2013) I discussed that quality assurance is an ongoing review, discussion, and set of quality improvement and capacity building actions among several stakeholders. We need to keep in mind that the individual holder of our credential is central in these dynamic discussions. Obviously strategic decisions need to consider implications for the individual certificant, who are now about 11,500 strong. Many in the field know the health education certification history well, so we will keep to the fidelity of our mission. A saying I recall quoted in a Harvard Business Review article is “customer service is adding people to the product.” I think we can say that NCHEC has the people (staff, elected officials, volunteers) to improve the meaning, value, and usefulness of the health education specialist certification. Keep your ideas and comments coming.

NCHEC & SOPHE SEEK PARTICIPATION IN PRACTICE ANALYSIS

Written by: NCHEC Executive Director, Linda Lysoby, MS, CAE, MCHES



As previously printed in the fall 2013 NCHEC News, work began on the next practice analysis of the health education profession under the leadership of the Society for Public Health Education (SOPHE) and the National Commission for Health Education Credentialing, Inc. (NCHEC). With assistance from the Professional Examination Service (ProExam), the Health Education Specialist Practice Analysis (HESPA) will update and validate the current practice of health education specialists. This practice analysis, will be

completed in 18 months and will shape the blueprint for credentialing and the health education profession. It is the hope of NCHEC and SOPHE that the results of the HESPA will be released to the health education profession in the beginning of 2015.

To accomplish this work, we will need YOU!!! We need volunteer health education specialists from a variety of work settings and experience levels to participate in the survey. Please watch for the validation survey in early 2014. Your participation is the key to defining our profession!

For more information visit the NCHEC Website at <http://www.nchec.org/credentialing/competency/> or contact the NCHEC office at nchec@nchec.org or 888-624-3248.

NCHEC Boards

Congratulations

to Dixie Dennis for being elected to the NCHEC Board of Commissioners for a five-year term beginning in 2014. Also, congratulations to the Division Board Directors that were elected for service beginning in 2014: Brian Gordon, Chesley Cheatham, Chris Eisenbarth, Shannon Cox-Kelley, Nicole Lindsey, and Kerry Redican.



DBPD - The NCHEC Division Board for Professional Development at their face-to-face meeting in Whitehall, PA.

Front Row seated: (l-r) Melissa Rehrig (staff), Julie Luht, Nicolette Warren
Back Row: (l-r) Blossom Paravattil (staff), Michael Hodges, Ladan Ask, Jennifer Taylor, Erin Reiney, Melissa Schmell (staff).



DBCHEs - The NCHEC Division Board for Certification of Health Education Specialists at their face-to-face meeting in Whitehall, PA

Front Row: (l-r) Dianne Kerr, Christine Abarca, Betty Jung, James McKenzie
Middle: (l-r) Manoj Sharma, Melody Yarbrough Knight, Jill Clutter, Shana Pack-Gangluff, Amy Hedman
Back: (l-r) David Brown, Daniel Jacobson (Pro Exam)

Thank You

to Beth Chaney, Betty Jung, Roberta Ogletree, Carol DeLong Pyles, Michael Hodges, Ladan Ask, as they completed terms with NCHEC service in 2013. A sincere, thank you to all for your hard work and dedication on the Boards. The work of NCHEC has been able to continue because of the many volunteer hours given by dedicated professionals.

BOC - The NCHEC Board of Commissioners at their Face-to-face meeting in Whitehall, PA.

Front Row: (l-r) Charles Williams, Stephen Gambescia, Deborah Fortune, Ellen Edmonds, Christine Abarca, James McKenzie.
Back Row: (l-r) Michael Hodges, Nancy Clifton-Hawkins, Kellie Flannery, Beth Chaney.



DBPPP - The NCHEC Division Board for Professional Preparation and Practice at their face-to-face meeting in Whitehall, PA

Front Row seated: (l-r) Melissa Rehrig (staff), Carol DeLong Pyles, Stephen Gambescia
Back Row: (l-r) Miguel Perez, Janice Clark, Michael McNeil, Ellen Edmonds, Tanya Cole (staff), Blossom Paravattil (staff)



Advocacy Efforts at the State-level for Quality Assurance of Health Education Specialists

Written by: Melissa Rehrig, MPH, MCHES

Mark Tomita, PhD, RN, MCHES, Chair and Professor of Health Science at Hawaii Pacific University, with help from other certified individuals in Hawaii, advocated for a bill to regulate health education specialists in the state of Hawaii. Hawaii State Resolution (HCR 161/SD 1) was sponsored by Hawaii State Representative Ryan Yamane (D, House District 37) and Hawaii State Senator Jill Tokuda (D, Senate District 24). The legislation calls for forming a working group to determine the scope and specific duties of the health education profession. The working group's report will be provided to the Hawaii Legislature and Hawaii State Auditor as a basis for determining professional licensure in the state.

During the legislation process this past year, NCHCEC, SOPHE, and the Coalition for National Health Education Organizations (CNHEO) sent numerous testimonials to both the Hawaii House and Senate offices. The testimonials included support for the

inclusion of the nationally recognized CHES and MCHES certifications in the licensure requirements for the state of Hawaii. The report was due to the state auditor by the end of 2013. NCHCEC and SOPHE will continue to monitor the progress and provide information as needed.

In light of the grassroots advocacy effort in the state of Hawaii and as prevention and health education play a more prominent role in national health care, government entities may take interest in the training, hiring, and quality assurance of health education specialists. It is important to note that activity at the state level needs to come from constituents in that state. Whereas, NCHCEC is ready and willing to provide support whenever possible as the national organization, the grassroots efforts need to come from people from that particular state. Therefore, the NCHCEC Board of Commissioners passed a policy statement on October 28, 2013 with regard to the government oversight of health education specialists.

STATEMENT ON GOVERNMENT OVERSIGHT OF HEALTH EDUCATION SPECIALISTS

Each profession has its unique history demonstrating its development of a body of knowledge (theory and practice), roles, competencies, preparation, continuing education, code of ethics, and quality assurance. After decades of review and discussion between and among those interested in establishing quality assurance for health education specialists, members of the profession decided on *certification*, as opposed to other available methods, as the means of recognizing an individual's competence to practice in this field (Cleary, 1995). Certification has served the health education profession well (Lysoby, 2011; Livingood & Auld, 2001; Taub, Birch, Auld, Lysoby & Rasar King, 2009). The quality assurance process in any profession is not static. It involves ongoing review, discussion, and actions among several stakeholders (Mast & Gambescia, 2013). These stakeholders include accrediting bodies, providers, and administrators of the higher education enterprise, students, professionals and their associations, employers and the general public. Each group has its value-added contribution and sphere of influence in the quality assurance process - especially during times of change (Gambescia, 2013). Each group has its understandable needs, capacity for contributions, and limitations when changes are considered.

Government entities may take an interest in the training, hiring, and quality assurance of health education specialists, especially given prevention and health education seems to be playing a more prominent role in national health care policy. (State of Hawaii House of Representatives, 2013; Utah County, 2012; New Jersey State Assembly, 2008; Arkansas Board of Health Education, 1997). The National Commission for Health Education Credentialing (NCHCEC) is the first and only recognized entity certifying health education specialists in the United States (NCHCEC, 2013). NCHCEC has been certifying health education specialists since 1989 (Cleary, 1995). If and when government entities of any level

or other sector entities contact NCHCEC for assistance and support toward quality assurance of health education specialists, NCHCEC will respond in the following ways:

- provide detailed information about the Health Education Specialist Seven Areas of Responsibility and subsequent Competencies and Sub-competencies,
- give the history and rationale for periodic role delineation projects as the framework for NCHCEC's quality assurance process,
- provide support only to entities including the CHES or MCHES credential as one of the criteria for any government oversight measure (administrative or by statute) toward eligibility, review, and hire of health education specialists, and
- provide support and any official testimony that the CHES or MCHES credential be *the standard* for hiring and review of health education specialists by government entities.

For further information, please contact Melissa Rehrig:

Melissa Rehrig, MPH, MCHES
Deputy Executive Director
National Commission for Health Education Credentialing, Inc.
1541 Alta Drive
Suite 303
Whitehall, PA 18052
Phone: 888-624-3248 ext. 11
Fax: 800-813-0727
E-mail: mrehrig@nchec.org
www.nchec.org

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Conference Schedule

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

Organization	Details	Dates	Location
Association for Community Health Improvement (ACHI)	www.communityhlth.org	March 5-7, 2014	Orlando, Florida
64th Annual Society for Public Health Education (SOPHE)	www.sophe.org	March 19-21, 2014	Baltimore, Maryland
American College Health Association (ACHA)	www.acha.org	May 27-31, 2014	San Antonio, Texas
88th Annual American School Health Assoc. (ASHA)	www.ashaweb.org	TBA, 2014	Portland, Oregon
APHA 142nd Annual Meeting and Exposition	www.apha.org/meetings	November 15-19, 2014	New Orleans, Louisiana

NCHEC would like to thank all the CHES/MCHES that participated in the Value of Certification Survey in September 2013.

Congratulations to Cindy Kallstrum, Robin Rinker, Patricia Hearey the winners of a \$50 Amazon gift card.

Tell a colleague or student that the

2014 CHES AND MCHES EXAM DATES are **April 26th** and **October 18th**

APRIL 2014						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2014						
Sun	Mon	Tues	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

For more information, visit www.nchec.org or contact the Exam Coordinator at 888-624-3248, ext 12.

NCHEC WELCOMES NEW CHES – SPRING 2013

The following is an additional list of those who earned the distinct title of Certified Health Education Specialist (CHES) in the April 2013 examination. NCHEC congratulates those who took the exam within the 90 days of graduation and have now submitted proof of completion. Those who opted not to be published are excluded from the list.

Katie A Andleton	Keisha Felix	Melanie Karas	Mary Amelia T O'Neill	Elena Tallakson
Steffani M Baker	Karrah L Fidler	Alyssa J Kinglsey	Megan E Parker	Brian K Van Ausdal
Kristin M Bogdonas	Fiona Fitzgerald	Hannah E Kobett	Taylor L Parkinson	Colleen E Vernola
Emily A Brown	Adrienne L Fuhrman	Daniel Korenfeld	Julia I Pelly	Linda N Waite
Cathryn L Budd	Rebecca J Gingrich	Victoria M Lawhun	Bridget Piephoff	Abby J Walker
Megan R Campbell	Kathryn L Grady	Judith A Magaldi	Humza O Quadri	Roshedah Q Wallace
Kimberly Caudle	Nina M Gregerson	Christopher K Mason	Saundra L Raines	Emily P Wasson
Elisabeth Cavallaro	Kathryn R Henry	Jennifer R Mayer	Michelle Roberson	Aerielles M Waters
Paola M Chanes-Mora	Lauren Ho	Jessica A Miller	Calvin Robinson	Breanne M Watts
Julia Darley	Joyce J Hong	Lyndsey M Miller	Samantha K Rudesill	Anne Welsh
Kathryn Dawson	Brookeneil Hounshell	Shaina M Mitchell	Sara Shaffer	Kayla J Whaley
Victor L DeMarco	Nicole L Ivaska	Adilene Moraga	Seleni Shepherd	Rocky J Whitehead
Sarah C DeShields	Erika M Johnson	Cecilia R Morales	Lindsey T Simms	Kadie M Winckelmann
Quinn M Devlin	Amanda Jones	Jaclyn R Morris	Sharon N Sipes	Kristen Woodruff
Jamie Doone	Jonathan S Jones	Erin Needlman	Mitchell A Stewart	Kathy Yi
Latoya J Ellis	Lauren I Jones	Tonya T OBryan	Erin L Stratton	

MCHES: NOW A QUALIFIED DISCIPLINE FOR THE CDE CREDENTIAL

Written by: Sheryl Traficano, CEO, National Certification Board for Diabetes Educators

The increasing incidence of diabetes means more individuals need the support of health professionals with comprehensive diabetes knowledge. The National Certification Board for Diabetes Educators (NCBDE), the organization administering the Certified Diabetes Educator® (CDE®) program, recently added health professionals holding the Master Certified Health Education Specialist (MCHES) credential to the list of health professionals who can qualify to sit for the Certification Examination for Diabetes Educators.

The addition is effective starting in 2014 and was made after NCBDE was approached by the Society for Public Health Education (SOPHE) in October 2012 to consider adding individuals holding the MCHES credential to the standard pathway for certification. SOPHE's documentation outlining the rigorous requirements to obtain the MCHES credential and a comparison of the competencies for the MCHES credential in relation to NCBDE's examination content outline, were important factors in the approval. The most recent publication of the National Standards for Diabetes Self-Management Education and Support¹ (National Standards) also identifies that health educators can be an effective part of the diabetes self-management education team.

Individuals who pass the examination earn the right to use the CDE credential, identifying individuals possessing a distinct and specialized knowledge of diabetes. This widely recognized credential immediately demonstrates the knowledge and skill of an educator and helps to establish credibility and confidence on the health care team.

Eligibility Requirements

Individuals holding the MCHES credential must meet eligibility requirements in three areas to take the CDE exam:

- 1) Discipline – Holding the MCHES credential meets this requirement.
- 2) Practice experience – after meeting the discipline requirement, practice experience is needed. There are two different practice components required and they may be accrued simultaneously. Beginning in 2014, NCBDE accepts paid or volunteer experience to meet the practice requirement.
- 3) Minimum of two years practice as an MCHES. (Note: This experience does not need to be full time or involve diabetes experience);

AND

- a) Minimum of 1000 practice hours doing diabetes self-management education (DSME), over a maximum four-year window, with 40 percent or 400 hours within the 12 months prior to applying.
- b) Continuing Education – after meeting the discipline requirement, accrual of at least 15 hours of continuing education applicable to diabetes within the two years prior to applying for the exam.

Specific details about initial certification eligibility are available on NCBDE's Web site (www.ncbde.org).

If you are an MCHES providing diabetes education, consider pursuing the CDE credential. Holding the credential identifies you as a health professional who can support their efforts to effectively manage and improve their health.

¹*National Standards for Diabetes Self-Management Education and Support, American Diabetes Association Clinical Practice Recommendations. Diabetes Care, Vol. 36, Supplement 1, January, 2013.*

Health Educator Practice Act: An ARSOPHE Member's Then and Now Perspective from the Field

Written by: LaTonya Bynum, BS, MPH (c), CHES Synar Survey Coordinator/Analyst at the Arkansas Department of Health

With a little help from: Sabra Miller, M.Ed, AVAA, Carrie Poston, MPH, MCHES, Jacquie Rainey, Dr.PH, MCHES, and Barbie Brunner, MEd, CHES.

Purpose: This article provides an historical perspective of the organizations involved in Arkansas-based efforts for the overall promotion of excellence in health education.

Definition of Problem/Background:

Nurses, doctors, and social workers all have credentialing organizations that standardize their health profession and provide direction for their professional role and responsibilities of service within their community. After nearly two decades of advocacy work, health education leaders worked together to develop the "1988 *Framework for the Development of Competency-Based Curricula for Entry-Level Health Educators.*" This document defined the roles and responsibilities for those practicing as health educators. Later, an agreement to establish the National Commission for Health Education Credentialing, Inc., was met. The creation of NCHCEC resulted in health educators having a professional identity and more importantly a sense of a profession. (1)

History/Accomplishments: As this and other initiatives at the national level were taking place, health educators in Arkansas began to birth the mission and vision for the Arkansas Society for Public Health Educational (ARSOPHE) Chapter which began in 1991. Pursuit of the legislative process was prompted by the need for health education to be recognized as a profession that requires academic training: to raise the salary-level of positions under the title of health educator; to protect the title of "health educator" and to establish a system for receiving third-party reimbursement for services. After six years of advocacy the leadership of ARSOPHE in partnership with the Arkansas Public Health Association; in the spring of 1997, the Arkansas State Legislature became the first in the nation to pass, "Act 1237 - The Health Educator Practice Act." The law required health educators who practice in Arkansas to possess the national credential of CHES – Certified Health Education Specialist, or Certified Professional Health Educator, a designation for those who were "grandfathered in." The purpose of the act is to define, examine, and certify health educators. In addition, the act also created the Arkansas Board of Health Education (ABHE) which provides for the certification and regulation of persons engaged in the practice of health education in the state of Arkansas. (2)



Impact of Act 1237 – The Health Educator Practice Act:

The passage of the legislation has given the title health educator recognition and a sense of professional pride. Traditionally, health educators have defined their practice in many ways. This act has established a workable definition of health education and designated titles for health educators practicing within the Arkansas Department of Health (ADH). ADH began to employ individuals under the title of health educator who held the academic degree, work experience or the professional credential. Since the passage of the act,

health education leaders have presented results of an ARSOPHE general membership survey related to CHES Perceptions and Advocacy Efforts in Arkansas as a result of the act. The survey found that health educators received support for continuing education from their employers. The largest change was that health education was recognized as a profession in the state. (3)

Conclusion: The long-term impact has yet to be determined but these actions certainly demonstrate that Arkansas is looking towards the future by giving the health educator a professional recognition. States should be encouraged to advocate for similar legislation which defines and standardizes health education practice. It is hoped that eventually there will be more employers who follow the practice of hiring credentialed individuals. Together, the ARSOPHE and the Arkansas Public Health Association have demonstrated an excellent case study for what can be done in terms of, partnership in policy-making, advocacy, and the united strength that two organizations can muster for improving public health throughout the state of Arkansas.

Works Cited:

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2. Act 1237 – The Health Educator Practice Act: <http://www.arkleg.state.ar.us/assembly/1997/R/Acts/1237.pdf>
3. Unpublished survey data, Brunner, Barbie, MS., CHES, Jacquie Rainey, DrPH., CHES, Arkansas Society of Public Health Education, "The Health Educator Practice Act: CHES Perceptions and Advocacy efforts."



NCHEC NEWS

CREDENTIALING EXCELLENCE IN HEALTH EDUCATION



National Commission for
Health Education Credentialing, Inc.

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1541 Alta Drive, Suite 303
Whitehall, PA 18052

Phone: (888) 624-3248

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NCHEC STAFF

Executive Director

Linda Lysoby, MS, MCHES, CAE
llysoby@nchec.org • ext. 13

Deputy Executive Director

The NCHEC News / Web site Inquiries
Melissa Rehrig, MPH, MCHES
mrehrig@nchec.org • ext. 11

Credentialing Project Specialist

MCHES Exam / Eligibility Inquiries
Cynthia Kusorgbor, MPH, CHES
ckusorgbor@nchec.org • ext. 16

Continuing Education Coordinator

Continuing Education / Provider /
Recertification / Change of Status Inquiries
Melissa Schmell
mschmell@nchec.org • ext. 14

Exam Coordinator/ Office Manager

CHES Exam / Eligibility Inquiries
Tanya Cole
tcole@nchec.org • ext. 12

Financial Coordinator

Renewal / Accounts Payable Inquiries
Lisa Petrone
lpetrone@nchec.org • ext. 15

Administrative Coordinator

Contact Information Inquiries
Laura Swift
lswift@nchec.org • ext. 10

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