



Certified Health Education Specialist (CHES®)
Master Certified Health Education Specialist (MCHES®)

**Policies and Procedures Handbook for
Renewal and Recertification**

Effective 1/22/18

National Commission for Health Education Credentialing, Inc.
1541 Alta Drive, Suite 303, Whitehall, PA 18052-5642
Phone: 888-624-3248 ♦ Fax: 800-813-0727 ♦ www.nchec.org

CONGRATULATIONS ON EARNING THE CHES[®]/MCHES[®] DESIGNATION. THIS POLICY AND PROCEDURES HANDBOOK OUTLINES PROCEDURES FOR MAINTAINING YOUR CREDENTIAL.

Table of Contents

RECERTIFICATION REQUIREMENTS.....3
RENEWAL AND RECERTIFICATION.....3
CERTIFICATION STATUS OPTIONS.....4
DISCIPLINARY POLICY..... 4
APPEALS POLICY 6
CONTINUING EDUCATION..... 7
CONTINUING EDUCATION CONTACT HOUR (CECH) OPPORTUNITIES 8
APPENDIX A: CHES[®]/MCHES[®] RESPONSIBILITIES, COMPETENCIES, SUB-COMPETENCIES 18
APPENDIX B: CHES[®]/MCHES[®] CATEGORY II CECH CLAIM FORM.....28

RECERTIFICATION REQUIREMENTS

The purpose of professional certification is to ensure a high level of competence in the health education workforce. Maintenance of this competence is supported by continued training in the knowledge and methods of the field (Refer to CONTINUING EDUCATION below). After initial certification, each CHES[®]/MCHES[®] must earn a total of 75 Continuing Education Contact Hours (CECH) every five years to be recertified. At least 45 of these CECH must come from offerings by NCHEC preapproved designated providers (Category I); the remaining 30 CECH may come from other providers (Category II). CHES[®]/MCHES[®] may choose to earn all 75 CECH in Category I. MCHES[®] are required to earn 30 CECH that are directly related to the advanced-level Sub-competencies from Category I and/or II for each certification cycle. Category I CECH opportunities are listed on the NCHEC Web site at www.nchec.org. CHES[®]/MCHES[®] who are unable to meet the recertification requirement may request extension status. MCHES[®], who previously were active CHES[®], who cannot maintain the advanced certification, can revert back to the CHES[®] level if they have met all requirements for the CHES[®] certification.

EXCEPTION TO THE 45 CATEGORY I / 30 CATEGORY II CECH POLICY

CHES[®]/MCHES[®] who live outside the continental United States may earn **all 75 CECH** through Category II activities.

CARRY OVER OF CECH

CHES[®]/MCHES[®] who have accumulated in excess of 75 CECH at the end of their current five-year certification cycle will carry over a maximum of 15 Category I CECH into their next five-year certification cycle. For MCHES[®], the CECH (entry or advanced) will carry over as entry-level credits only. Category II hours are not eligible for carryover.

RECERTIFICATION BY EXAMINATION

To recertify by examination a CHES[®]/MCHES[®] must:

- Meet the current eligibility criteria to sit for the examination.
- Apply and pay appropriate fees by the stated deadline for the examination using the official CHES[®]/MCHES[®] examination application form available through NCHEC or on the Web site (www.nchec.org).
- Pass the CHES[®]/MCHES[®] examination. (CHES[®]/MCHES[®] examinations are administered in April and October.)

Failure to pass the examination will result in expiration of CHES[®]/MCHES[®] certification effective at the end of the current five-year certification period.

RENEWAL AND RECERTIFICATION

- The CHES[®]/MCHES[®] credential must be renewed every year by payment of an annual fee of \$55
- Recertification takes place every five years. The rationale is that the job analysis is done every five years shows moderate amount of change. Requirements for recertification include the accrual of Continuing Education Contact Hours (CECH) and payment of the annual fee
- Renewal and recertification materials are distributed to CHES[®]/MCHES[®] four to six weeks before the renewal or recertification date. A transcript of CECH accumulated during the current five-year certification cycle is available at anytime by logging into your CHES[®]/MCHES[®] account. (http://www.nchec.org/ches_login)

FEES

RENEWAL/RECERTIFICATION FEES

Annual Renewal Fee:	\$55
Annual Retired Renewal Fee:	\$15
Recertification Fee:	\$55

1. CHES®/MCHES® who became certified in October must renew/recertify by September 30.
2. CHES®/MCHES® who became certified in April must renew/recertify by March 31.

LATE FEES:

Late Fee: Up to three months late: \$25 (renewal + late fee = \$80)

Late Status: CHES®/MCHES® who have not paid their annual renewal fees by the deadline of the current certification year are considered late.

Reinstatement Fee: More than three months late: \$75 (renewal + late fee + reinstatement fee = \$155)

Lapsed Status: CHES®/MCHES® who have not paid their renewal or recertification fee within one year of the deadline are lapsed. They are no longer considered CHES®/MCHES® and are not permitted to use the credential.

ADDITIONAL FEE: Returned Check Fee: \$25

Acceptable Use of Credential: After receiving official notification of passing the CHES® or MCHES® examination, the designation (CHES®/MCHES®) may be used only as long as certification remains valid and in good standing. Certified individuals must comply with all re-certification requirements to maintain use of the respective credential and its associated acronym.

Certified individuals may not make misleading, deceptive, or confusing statements regarding their certification status. If an individual allows their certification to fall into lapsed/expired status, he or she must immediately discontinue use of the associated acronym and is prohibited from stating or implying certification is current.

CERTIFICATION STATUS OPTIONS

Circumstances may necessitate a change in status. The following options are available:

EXTENSION: CHES®/MCHES® who has paid his/her renewal fee for the current certification year but has not fulfilled all CECH requirements may request a one-year extension of his/her recertification cycle. Extension status may be granted for special circumstances including, but not limited to personal or family illness, graduate study, or foreign residency.

CHES®/MCHES® may request extension status for a maximum of two years during any five-year certification cycle (approved in one-year increments). A change of status form or a letter of explanation for the request must be submitted each year. At the end of the current renewal year, the CHES®/MCHES® will automatically return to active status as long as current renewal fees are paid. If it is the CHES®/MCHES® recertification year they will return to active status when their CECH requirement is fulfilled and the fee is paid.

While on extension status, a CHES®/MCHES®:

- May continue to earn CECH.
- Is not permitted to hold any elective NCHEC office.
- Is not allowed to serve on any planning committee as a CHES®/MCHES® representative.

RETIRED: CHES®/MCHES® who is permanently retired from health education and is in active/good standing may apply for retired status. After retired status is approved and awarded, a retired individual must use **RETIRED CERTIFIED HEALTH EDUCATION SPECILIST (RCHES)** or **RETIRED MASTER CERTIFIED HEALTH EDUCATION SPECILIST (RMCHES)** after his/her name. Retired status is considered a permanent status. No CECH requirement exists for individuals in retired status. The annual renewal fee is \$15.00.

DISCIPLINARY POLICY

Introduction:

The National Commission for Health Education Credentialing Inc. is a nonprofit organization whose mission is to enhance the professional practice of Health Education by promoting and sustaining a credentialed body of Health Education Specialists. As a certifying organization, NCHEC is charged with the development and administration of a national competency-based examination; developing standards for professional preparation; and the promotion of professional development through continuing education for health education professionals.

NCHEC adheres to the Health Education Code of Ethics established by the Coalition of National Health Education Organizations (CNHEO). See <http://cnheo.org/ethics.html>. The purpose of this document is to explain to certificants the policies and procedures for an ethical violation.

Scope:

By applying for certification or recertification, Health Education Specialists recognize the authority of NCHEC to apply the Health Education Code of Ethics to those certified. If disciplinary actions are recommended as a result of an ethics investigation, the accused will be given full due process, including an appeal.

A Certified Health Education Specialist's (CHES[®]) or Master Certified Health Education Specialist's (MCHES[®]) certification may be suspended or revoked for reason(s) deemed appropriate by NCHEC including, but not limited to, the following:

1. Falsification of the certification application
2. Falsification of any information requested by NCHEC
3. Misrepresentation of certification status
4. Cheating (or reasonable evidence of intent to cheat) on the examination
5. The conviction or plea of guilty or plea of nolo contendere to a felony in a matter related to the practice of, or qualifications for, professional activity
6. Gross negligence or willful misconduct in the performance of professional services, or other unethical or unprofessional conduct based on demonstrable, verifiable, and serious violations of the Health Education Code of Ethics

Procedures

Complaints regarding possible ethics violations of a CHES[®]/MCHES[®] must be submitted in writing to the NCHEC Executive Director. The complaint must include the accuser's name and contact information. Individuals bringing complaints are not entitled to any relief or damages by virtue of this process, although they will receive notice of the actions taken.

1. Complaints will undergo an administrative review of documentation by the Disciplinary Committee of the NCHEC Board of Commissioners within 30 days of receipt by NCHEC to determine if the alleged action falls within the scope of disciplinary policy and warrants investigation.
2. The accused will be notified in writing of complaint within 14 days after the administrative review. Further, in the absence of unusual circumstances, the accused will receive the original complaint and documentation including the name of the accuser.
3. The accused will be given an opportunity to formally and in writing admit to or refute the accusation in 30 days from letter date, thus assuring due process in the review.
4. The investigation may require procuring additional materials and interviews with relevant people.
5. If it is determined that there was a bona fide violation of ethics, the consequences can range from a letter of reprimand with warning, requiring the accused to complete an educational intervention on ethics, suspension, or revocation of the certification. Complainant and the certificant will be notified of the final decision of the Disciplinary Committee.

6. Every effort will be made to reach a decision in a timely manner; however, extended time may be needed to ensure full due process.
7. Actions taken do not constitute enforcement of the law, although referral to appropriate federal, state, or local government agencies may be made about the conduct of the certificant in appropriate situations.
8. NCHEC will publish suspensions and revocations on the website.

Appeal:

CHES®/MCHES® who wish to appeal a decision regarding disciplinary action must do so in writing, stating the grounds for the appeal. This correspondence should be received by NCHEC within 30 days of NCHEC’s letter to the CHES®/MCHES® wherein the decision regarding disciplinary action is revealed, and should be addressed to the Executive Director

The Disciplinary Committee is comprised of the BOC Past Chair who also acts as the chair of the Committee. If the BOC Past Chair is not available, the current BOC Chair will make the appointment of the chair of the Disciplinary Committee, from current BOC members. The Public Member of BOC is a member of this Committee. One member from each Division Board will be named to the Disciplinary Committee each year, during the Boards’ committee selection process. These members may not be current members of the BOC. *The Appeal Committee* is comprised of the chair of the Disciplinary Committee that heard the original case, but will not be chair of the Appeal Committee. Three Division Board members (but not in a chair or co-chair position) will be appointed by the Co-chairs of the Boards during the Boards’ committee selection process. These members will elect their Chair of the Appeal Committee.

APPEALS POLICY

An appeal procedure is available to any applicant or CHES®/MCHES® to contest any adverse decision affecting his/her CHES®/MCHES® examination eligibility or CHES®/MCHES® status. Any individual who does not file a request for an appeal within the required time limit shall waive the right to appeal.

APPLICANTS/CHES®/MCHES® MAY APPEAL:

Adverse Decision Affected	NCHEC Decision-Making Body
1. Exam Eligibility	Division Board for Professional Preparation and Practice
2. Recertification Status	Division Board for Professional Development
3. Suspension/Revocation of CHES®/MCHES® Status	Board of Commissioners

APPLICANTS/CHES®/MCHES® CANNOT APPEAL:

1. Actions taken by NCHEC in setting a passing score.
2. Established eligibility requirements.
3. Individual test items.
4. Test content validity.

DEFINITIONS

An “adverse decision” shall mean any unfavorable decision made by NCHEC regarding one’s exam eligibility, CHES®/MCHES® renewal/recertification, or CHES®/MCHES® status.

PROCEDURE FOR APPEALS

Filing the Appeal

- An appeal will only be considered if postmarked within thirty calendar days following the postmark date on the envelope in which the appellant was notified of the adverse decision.
- NCHEC strongly suggests appeals be sent by certified mail or overnight courier service (UPS, FedEx, etc.) with return receipt requested. Appeals by facsimile or e-mail are not accepted.
- A fee of \$25 must be paid and is not refundable if the appeal is denied.

- An appeal must be submitted in writing (preferably typewritten) to the NCHEC Executive Director who will, in turn, submit it to the appropriate NCHEC decision-making body. The written appeal packet must contain the envelope from NCHEC showing the postmark date of the adverse decision.
- The appeal should identify the adverse decision being appealed and explicitly state the reasons for the appeal. The appeal shall set forth any new or additional information to be considered.
- The only additional information that may be submitted after the initial filing is that which is requested by the appropriate NCHEC decision-making body.

Review and Consideration

- The appropriate NCHEC decision-making body shall review and consider a properly filed appeal during its next regularly scheduled monthly meeting.
- Where it deems necessary, a division board has the authority to request from the Board of Commissioners (BOC) an opinion regarding any aspect of the applicant's appeal.
- The appropriate NCHEC decision-making body shall make a determination as to whether it will uphold the adverse decision or not, or order other action that it deems necessary.
- The NCHEC Executive Director shall notify the applicant of the appropriate NCHEC decision-making body's decision, and the reasons therefore, within fifteen business days following the date of the appropriate NCHEC decision-making body's decision.
- The appropriate NCHEC decision-making body's decision is final.

CONTINUING EDUCATION

Opportunities for earning CECH are outlined in this document.

DEFINITIONS:

Areas of Responsibility are the broad entry-level skills necessary for the practice of health education in all settings. Each Area of Responsibility is assigned related Competencies as outlined in *Appendix A*.

Continuing Education Contact Hours (CECH) are earned through participation in experiences that assist in the development or enhancement of the knowledge and/or skills directly related to the Areas of Responsibility and the individual's professional occupation.

Professional Development education and training to maintain and enhance one's competence in health education and health promotion following a previously attained level of professional preparation (adapted from "Report of the 2011 Joint Committee on Health Education and Promotion Terminology").

Activities are the individual methods (described within each of the activity types) by which CECH may be earned. As always, personal and professional integrity should guide all CECH claims and documentation.

Designated Provider is an organization pre-approved by NCHEC to provide CECH opportunities for CHES®/MCHES®.

Category I entry refers to CECH opportunities that relate to one or more of the Areas of Responsibility and have been preapproved by NCHEC (offered by *designated providers*).

Category I advanced refers to CECH opportunities that relate to one or more of the Areas of Responsibility, the advanced-level Sub-competencies, and have been preapproved by NCHEC (offered by *designated providers*).

Category II entry refers to CECH opportunities that relate to one or more of the *Areas of Responsibility*, but have *not* been preapproved by NCHEC (offered by *non-designated providers*).

Category II advanced refers to CECH opportunities that relate to one or more of the Areas of Responsibility and the advanced-level Sub-competencies but have not been preapproved by NCHEC (offered by *non-designated providers*).

Documentation is the evidence needed to support a CECH claim.

EARNING CECH

- NCHEC encourages training in all the Areas of Responsibility, as continued competence in all Areas is essential to effective health education practice.
- CHES[®]/MCHES[®] may earn CECH through completion of any of the following activities:
 - Attendance at Professionals Meetings, Self-Study, Academic Preparation, Creative Endeavors, Professional Presentations, Professional Service and Advanced Professional Practice Activities.
- Each activity is worth a specific number of CECH, as defined in the following pages.
- **For CHES[®], CECH may not be claimed for activities, events, or experiences that are part of daily job requirements.**
- **For MCHES[®], CECH may be claimed for work-related activities, events, or experiences that relate to advanced-level Sub-competencies. Please refer to Continuing Education Contact Hours (CECH) opportunities listed in this handbook for accepted activities.**
- CECH for similar or closely-related activities may not be counted more than once. For example, CHES[®]/MCHES[®] may not claim dual or additional CECH for:
 - Concurrently taking a graduate thesis course *and* writing the thesis,
 - Attending seminars or workshops that are a normal part of a traineeship or mentorship for which CECH are claimed,
 - Publishing or republishing the same or a similar article in multiple publications or media (print or electronic),
 - Presenting at *and* attending the same session at a conference, or
 - Developing a data-collection instrument and publishing the research.
- As always, personal and professional integrity should guide all CECH claims and documentation.

DOCUMENTATION OF CECH:

Category I (preapproved) Activities: After completion of a Category I program, the designated provider will report the activity directly to NCHEC and award a certificate of attendance/completion directly to the participating CHES[®]/MCHES[®]. The certificate will include the sponsor's designated provider number. CHES[®]/MCHES[®] should retain the certificate in their records – CHES[®]/MCHES[®] **should not** submit any Category I documentation to NCHEC unless requested. Designated providers report category I credits to NCHEC on a quarterly basis (1/15, 4/15, 7/15 and 10/15). A transcript of CECH accumulated during the current five-year certification cycle is available at anytime by logging into your CHES[®]/MCHES[®] account. (http://www.nchec.org/ches_login)

Category II (non-preapproved) Activities: Due to the diversity of Category II opportunities, acceptable forms of documentation will vary (refer to the following tables for specifics). To claim CECH in Category II, CHES[®]/MCHES[®] will need to record not only the program information, but also how each activity relates to the Areas of Responsibility and/or advanced-level Sub-competencies. CHES[®]/MCHES[®] must fill out a *Category II CECH Claim Form*. It is recommended that claims be submitted within 90 days following completion of a CECH activity. The claim form is included in *Appendix B* and is available on the NCHEC Web site (www.nchec.org).

CONTINUING EDUCATION CONTACT HOUR (CECH) OPPORTUNITIES

ATTENDANCE AT PROFESSIONAL MEETINGS

Attendance at professional conferences, seminars, lectures, workshops, symposia, teleconferences, or other professional meetings

offered by designated providers or other providers, in one or more of the Areas of Responsibility.

PROFESSIONAL MEETINGS

Definition

Attending or moderating educational sessions at conferences, seminars, or workshops. You may not claim time for lunches or breaks, or for attending poster sessions, networking sessions, business meetings, or non-educational periods.

Applicable Categories

Category I (entry and advanced offered by designated provider)

Category II (entry and advanced)

Eligible CECH

1 CECH per hour of instruction

Documentation

Category I (entry and advanced): certificate of attendance/completion

Category II (entry and advanced): official proof of attendance (e.g., certificate of attendance or copy of registration and meeting schedule with attended sessions highlighted).

SELF-STUDY

Reading the professional literature or completing an independent study offered by designated providers, or other providers, in one or more of the Areas of Responsibility.

PROFESSIONAL READING

Definition

Reading an article from a preapproved journal (print or electronic) and submitting the related learning assessment to the designated provider.

Applicable Categories

Category I (entry and advanced offered by designated provider)

Eligible CECH

Number of contact hours awarded by the designated provider.

Documentation

Category I (entry and advanced): certificate of completion

INDEPENDENT STUDY

Definition

Formal independent study of a topic through audio, video, compact disc, publication, computer-based or Internet-based learning module of at least one hour in length. Must be sponsored by a professional body or organization.

Applicable Categories

Category I (entry) (offered by designated provider)

Category II (entry and advanced)

Eligible CECH

Number of CECH awarded by the provider

Documentation

Category I (entry): certification of completion

Category II (entry and advanced): official certification of completion from sponsoring organization and outline of the module

PARTICIPATING IN A INTERNSHIP/PRACTICUM/APPRENTICESHIP (NON-ACADEMIC)

Definition

Participation as a learner in a planned and supervised training or mentoring program that is not part of an academic curriculum. Activity must not be part of daily work responsibilities. *Examples:* professional internship, study tour, mentoring relationship, leadership institute, professional fellowship. Supervision and evaluation by a health educator is required. A formal letter of agreement or contract between the trainee and the preceptor/organization responsible for the training must be signed before the experience begins.

Applicable Categories

Category I (entry and advanced offered by designated provider)

Category II (entry and advanced)

Eligible CECH

1 CECH for each 10 hours of involvement

Documentation

Category I (entry and advanced): certificate of completion

Category II (entry and advanced): copy of formal agreement or written documentation of agreement and log of actual contact time with supervisor's signature

ACADEMIC PREPARATION

Academic activities completed after becoming certified that enhance knowledge and skills directly related to one or more of the Areas of Responsibility.

TAKING AN ACADEMIC COURSE OR TRAINEESHIP

Definition

Successful completion of a health education course or field experience from an accredited college or university.

Examples: on-campus course, distance education or correspondence course, academic traineeship, internship, fieldwork, fellowship, preceptorship, or study tour. CECH may be claimed only once for a given course or fieldwork.

Applicable Categories

Category I (entry and advanced): awarded for specific courses offered by college or university which are designated providers

Category II (entry and advanced): awarded for courses offered by college or universities that are not designated providers

Eligible CECH

- 3 CECH per semester credit hour
- 2 CECH per trimester credit hour
- 2 CECH per quarter credit hour
- Example: a semester 3-credit-hour course would earn 9 CECH*

Documentation

- Category I (entry and advanced):* certificate of completion from designated provider
- Category II (entry and advanced):* official proof of completion from sponsoring institution or copy of transcript listing the course or Traineeship

AUTHORING A THESIS OR DISSERTATION**Definition**

Authorship and acceptance of a master's thesis or doctoral dissertation prepared in partial fulfillment of a health education related graduate degree program.

Applicable Categories

- Category I (entry and advanced):* awarded for acceptance of a thesis or dissertation by a college or university which are designated provider
- Category II (entry and advanced):* awarded for acceptance of a thesis or dissertation by a college or university not approved as designated providers

Eligible CECH

- Acceptance of Dissertation:* 20 CECH
- Acceptance of Thesis:* 15 CECH

Documentation

- Category I (entry and advanced):* certificate of completion
- Category II (entry and advanced):* copy of title page and table of contents *and* letter of acceptance of the thesis or dissertation by the college or university

CREATIVE ENDEAVORS

Creative and scholarly activities including the creation of original materials or products for use by professionals or the lay public and/or authorship resulting in the publication of articles, books, chapters, monographs or reports relating to one or more of the Areas of Responsibility.

AUTHORSHIP OF A BOOK CHAPTER, MONOGRAPH OR REPORT**Definition**

Authorship and publication of an *original* book chapter, comprehensive study, or report of a topic relevant to health education. All authorship activities must involve substantive contributions and not mere proofreading. CECH may not be claimed for revisions.

Applicable Categories

- Category II (entry and advanced) only*

Eligible CECH

- Sole Author:* 5 CECH
- Co-Author:* 3 CECH

Documentation

- Category II (entry and advanced):* copy of title page and table of contents *and* full bibliographic citation

AUTHORSHIP OR EDITORSHIP OF A BOOK/TEXT IN THE FIELD OF HEALTH EDUCATION**Definition**

Authorship or editing and publication of an *original* multi-chapter book on a topic relevant to health education. All authorship and editing activities must involve substantive contributions and not mere proofreading. CECH may not be claimed for subsequent editions.

Applicable Categories

- Category II (entry and advanced) only*

Eligible CECH

- Sole Author:* 30 CECH
- Co-Author:* 20 CECH
- Sole Editor:* 15 CECH
- Co-Editor:* 10 CECH

Documentation

- Category II (entry and advanced):* copy of title page *and* table of contents *and* full bibliographic citation

AUTHORSHIP OF AN ARTICLE IN A PEER-REVIEWED PUBLICATION**Definition**

Authorship and publication in a peer-reviewed journal (print or electronic) of an *original* article addressing a health education topic for a professional audience. All authorship activities must involve substantive contributions and not mere proofreading. CECH may not be claimed for reprints, duplications, or revisions of the same article in different publications.

Applicable Categories

- Category I (entry and advanced):* awarded for articles in journals published by a designated provider
- Category II (entry and advanced):* awarded for articles in journals not published by a designated provider

Eligible CECH

- Sole Author:* 5 CECH per article
- Co-Author:* 3 CECH per article

Documentation

- Category I (entry and advanced):* copy of first page of article *and* full bibliographic citation

Category II (entry and advanced): copy of first page of article and full bibliographic citation

AUTHORSHIP OF AN ARTICLE IN A NON-PEER REVIEWED PUBLICATION

Definition

Authorship and publication in a *non-peer reviewed* journal or other print or electronic medium (magazine, newsletter, Web site, etc.) of an *original* article addressing a health education topic for a professional or lay audience. All authorship activities must involve substantive contributions and not mere proofreading. Units may not be claimed for reprints, duplications, or revisions of the same article appearing in different publications.

Applicable Categories

Category II (entry) only

Eligible CECH

Sole Author: 4 CECH per article

Co-Author: 2 CECH per article

Documentation

Category II (entry) : copy of first page of article and full bibliographic citation

PRODUCT DEVELOPMENT

Definition

Designing or developing *original* health education products for professional or lay use. *Examples:* programs or learning tools on audio, videotapes or CD-ROM, Web and Internet products, manuals, brochures, surveys and other assessment or evaluation instruments. CECH may be claimed only once for a given product. CECH may not be claimed for revisions or improvements to a product.

Applicable Categories

Category II (entry) only

Eligible CECH

Sole Developer: 5 CECH per product

Co-Developer: 3 CECH per product

Documentation

Category II (entry): copy of official copyright notice or copy of product itself

DEVELOPMENT OF A HEALTH EDUCATION COURSE OR CURRICULUM

Definition

Development of an *original* teaching/training course or curriculum for a student or professional audience in either an academic or training setting. For CHES®, CECH may not be claimed for activities, events or experiences that are part of daily job requirements.

Applicable Categories

Category II (entry and advanced)

Eligible CECH

5 CECH

Documentation

Category II (advanced): copy of title page and table of contents and copy of course syllabus and summary document of curriculum and description of content learning objectives

PROFESSIONAL PRESENTATIONS

Presentations on topics related to one or more of the Areas of Responsibility delivered to professional audiences in person or electronically in video or audio format.

PRESENTING

Definition

Offering an *original* oral or audiovisual presentation at an event attended by a professional audience. *Examples:* presentation settings include conferences, seminars, lectures, symposia, workshops, and video/teleconferences. CECH may not be claimed for repeat or duplicate presentations of the same or revised information. A CHES®/MCHES® applying for CECH as a presenter also may not claim CECH for attending the session in which the presentation was made.

Applicable Categories

Category I (entry and advanced): awarded for presentations at sessions offering Category I credit for attendees

Category II (entry and advanced): awarded for presentations at sessions not offering Category I credit for attendees

Eligible CECH

2 CECH per hour of instruction. All speakers/presenters receive equal credit.

Documentation

Category I (entry and advanced): certification of completion

Category II (entry and advanced): proof of the presentation (program announcement or thank you letter) indicating its duration

AUTHORING OR PRESENTING POSTER SESSION

Definition

Authorship of an *original* research or practice-based project display or poster presented at a professional meeting. Must include formal learning objectives. CECH may not be claimed for repeat or duplication presentations of the same or revised information.

Applicable Categories

Category I (entry and advanced): awarded for presentations/attendance at conferences offering Category I credit (at provider's discretion)

Category II (entry and advanced): awarded for presentations/attendance at conferences not offering Category I credit

Eligible CECH

1 CECH per conference. All authors/presenters receive equal credit.

Documentation

Category I (entry and advanced): certification of completion

Category II (entry and advanced): proof of the presentation (program, announcement or letter of acceptance)

PROFESSIONAL SERVICE

Activities involving leadership in the profession and the community, including teaching, precepting, mentoring, and volunteering in areas of service focusing on one or more of the Areas of Responsibility.

REVIEWING APPLICATIONS FOR FUNDING OR PROGRAM ACCREDITATION APPLICATIONS

Definition

Service on a funding application or program accreditation review board/committee.

Applicable Categories

Category II (entry and advanced) only

Eligible CECH

3 CECH per calendar year of activity

Documentation

Category II (entry and advanced): copy of letter of invitation or appreciation

REVIEWING MANUSCRIPTS FOR PEER-REVIEWED JOURNALS OR HEALTH EDUCATION TEXTBOOKS

Definition

Serving as a reviewer of manuscripts related to health education for a peer-reviewed journal.

Applicable Categories

Category I (entry and advanced): awarded for reviewing submissions to journals published by designated providers

Category II (entry and advanced): awarded for reviewing submissions to journals not published by designated providers

Eligible CECH

3 CECH per calendar year of activity for each journal

Documentation

Category I (entry and advanced): certification of completion

Category II (entry and advanced): copy of letter of appreciation

ACTING AS A MENTOR

Definition

Serving as a formal mentor providing professional guidance to another professional within the same organization or in another organization. (This excludes student interns and student teachers). Activity must not be part of daily work responsibilities, and must be considered a professional growth experience. A formal letter of agreement or contract between the mentee and the mentor responsible for the training must be signed before the experience begins.

Applicable Categories

Category II (entry and advanced) only

Eligible CECH

1 CECH per calendar month of activity for each individual mentored

Documentation

Category II (entry and advanced): letter of agreement or written documentation indicating the nature and duration of the Mentorship

PROFESSIONAL LEADERSHIP IN A HEALTH EDUCATION ORGANIZATION

Definition

Active service in a voluntary leadership position within a health education related organization. *Examples:* serving on boards or committees, planning conferences, advocating for the health education profession.

Applicable Categories

Category II (entry and advanced) only

Eligible CECH

2 CECH per organization per calendar year per group

Documentation

Category II: proof of service (letter from supervisor or board, letterhead or notice in organizational directory) indicating the duration of term

ADVANCED PROFESSIONAL PRACTICE – MCHES® ONLY SECTION

CREATIVE ENDEAVORS

Creative and scholarly activities including the creation of original materials or products for use by professionals or the lay public and/or authorship resulting in the publication of articles, books, chapters, monographs or reports relating to one or more of the Areas of Responsibility.

DEVELOPMENT OF A TRAIN-THE-TRAINER CURRICULUM FOR HEALTH EDUCATION PROFESSIONALS

Definition

Development of an *original* train-the-trainer curriculum for professional health educators involved in the implementation of health education interventions. Conduct research, literature reviews or identify evidence-based strategies to assist with the development of a training curriculum, incorporating theories (Stages of Change, Social Cognitive Theory, etc.) into the curriculum. Develop learning objectives. Determine learning style for target audience and materials and tools needed for the training (incentives, equipment, handouts, etc.).

Applicable Categories

Category II (advanced) only

Eligible CECH

5 CECH

Documentation

Category II (advanced): summary/outline of curriculum *and* reference of current practices

DEVELOPMENT OF A HEALTH EDUCATION COURSE OR CURRICULUM

Definition

Development of an *original* teaching/training course or curriculum for a graduate-level student or professional audience in either an academic or training setting.

Applicable Categories

Category II (advanced) only

Eligible CECH

5 CECH

Documentation

CATEGORY II (ADVANCED): COPY OF TITLE PAGE *AND* TABLE OF CONTENTS *AND* COPY OF COURSE SYLLABUS *AND* SUMMARY DOCUMENT OF CURRICULUM

DESIGN A HEALTH-RELATED TRAINING PROGRAM USING VARIOUS LEARNING THEORIES

Definition

Development of an original training for professional health educators/audiences in either an academic or training setting. Health education and adult learning theories will be utilized to develop or adapt the training programs.

Applicable Categories

Category II (advanced) only

Eligible CECH

5 CECH

Documentation

Category II (advanced): copy of title page and table of contents; copy of training syllabus and summary document of curriculum

DEVELOPMENT OF FUNDING PROPOSALS FOR GRANTS, CONTRACTS, AND/OR COOPERATIVE AGREEMENTS

Definition

Participate in the procurement of fiscal resources for an agency and/or organization through the writing of funding proposals for grants, contracts and/or cooperative agreements.

Applicable Categories

Category II (advanced) only

Eligible CECH

4 CECH

Documentation

Category II (advanced): proof of submission *and* copy of solicitation *and* application cover page or award letter

DEVELOPMENT OF MARKET PLANNING

Definition

A marketing plan is a comprehensive blueprint which outlines an organization's overall marketing efforts.

Applicable Categories

Category II (advanced) only

Eligible CECH

3 CECH

Documentation

CATEGORY II (ADVANCED): A copy of marketing plan with table of contents.

DEVELOPMENT OF A POLICY ANALYSIS

Definition

Provide policy resources and information to assist with implementing impactful policy, systems, and environmental (PSE) strategies.

Applicable Categories

Category II (advanced) only

Eligible CECH

3 CECH

Documentation

CATEGORY II (ADVANCED): A copy of policy analysis or letter from supervisor stating the person developed a policy analysis.

PROFESSIONAL PRESENTATIONS

Presentations on topics related to one or more of the Areas of Responsibility delivered to professional audiences in person, or electronically in video or audio format.

PRESENTING RESEARCH FINDINGS AT PROFESSIONAL CONFERENCES

Definition

Authorship of an original research project presented at a professional meeting. The research will be presented utilizing various instructional methods such as developing a video, giving a lecture or interview via an electronic format with the purpose of disseminating the research findings.

Applicable Categories

Category I (advanced): awarded for presentations/attendance at conferences offering Category I credit (at provider's discretion)

Category II (advanced): awarded for presentations/attendance at conferences not offering Category I credit

Eligible CECH

3 CECH

<p>Documentation <i>Category I (advanced):</i> certification of completion <i>Category II (advanced):</i> proof of the presentation (program, announcement or letter of acceptance) and summary of research findings, abstract or IRB approval.</p>
<p><u>PROGRAM DEVELOPMENT</u> Health education program and development activities that require advanced skills and capabilities gained through professional work or volunteer experience and/or academic preparation. These activities must be related to Responsibilities I or II and reflect advanced-level Sub-competencies.</p>
<p>FACILITATE STAKEHOLDER WORKGROUPS Definition Active identification, recruitment, and engagement of stakeholders on various levels: local, regional, state, or national to participate in assessment and planning processes related to health and health education issues. Applicable Categories <i>Category II (advanced)</i> only Eligible CECH 2 CECH per year Documentation <i>Category II (advanced):</i> proof of service (executive summary of workgroup activities, rosters, agendas), including the duration</p>
<p>COORDINATE A COMMUNITY ASSESSMENT PROCESS Definition Active coordination of a community assessment process utilizing best practices models. Coordination includes identifying and recruiting stakeholders and key community and agency/governmental leaders; defining community needs; developing objectives, and planning activities to meet the needs of the community through priority setting, policy, and environmental changes, regulations and organization. Applicable Categories <i>Category II (advanced)</i> only Eligible CECH 5 CECH per year Documentation <i>Category II (advanced):</i> summary report of process/analysis</p>
<p>DEVELOP RECOMMENDATIONS FROM DATA FINDINGS Definition Combine information from assessment findings into a series of recommendations that will help to determine health education needs. Applicable Categories <i>Category II (advanced)</i> only Eligible CECH 1 CECH per list of recommendations Documentation <i>Category II (advanced):</i> list of recommendations</p>
<p>INCORPORATE HEALTH EDUCATION PLANNING PROCESSES INTO THE DEVELOPMENT OF PROGRAMS AND INITIATIVES Definition Utilize assessment results to select best practice planning models and formulate goals and S.M.A.R.T. objectives for program planning. Applicable Categories <i>Category II (advanced)</i> only Eligible CECH 2 CECH per program plan Documentation <i>Category II (advanced):</i> plan summary; identification of planning models</p>
<p><u>PROFESSIONAL SERVICE</u> Activities involving leadership in the profession and the community, including teaching, precepting, mentoring, and volunteering in areas of service focusing on one or more of the Areas of Responsibility.</p>
<p>SERVICE ON PLANNING GROUPS/BOARDS Definition Active service in a leadership position on local, state, regional, or national planning groups/boards to address major health education issues. Applicable Categories <i>Category II (advanced)</i> only Eligible CECH 2 CECH per group per calendar year Documentation <i>Category II (advanced):</i> proof of service (letter from supervisor or board, letterhead or notice in organizational directory), including the duration</p>
<p>ACTING AS AN INTERNSHIP OR PRACTICUM PRECEPTOR</p>

<p>Definition Serving as a formal advisor/supervisor providing professional guidance to another professional within the same organization or in another organization that enhances the professional growth and development of the staff or volunteer.</p> <p>Applicable Categories <i>Category II (advanced)</i> only</p> <p>Eligible CECH 2 CECH per preceptorship</p> <p>Documentation <i>Category II (advanced)</i>: letter of agreement or written documentation indicating the nature and duration of the internship/preceptorship</p>
<p><u>RESEARCH AND EVALUATION</u> Systematic study, investigation, and assessment of health education topics, problems, or practice. These activities must be related to one or more Areas of Responsibility and reflect advanced-level Sub-competencies.</p>
<p>CONDUCT A ROOT CAUSE ANALYSIS</p> <p>Definition Use this process to determine barriers/obstacles or factors that impede health education and the learning processes. Use critical thinking, synthesis, and application skills in the process.</p> <p>Applicable Categories <i>Category II (advanced)</i> only</p> <p>Eligible CECH 3 CECH per analysis</p> <p>Documentation <i>Category II (advanced)</i>: analysis report</p>
<p>CONDUCT A PLAN ANALYSIS</p> <p>Definition Use this process to determine planning activities that should accompany program/project development. Use critical thinking, synthesis and application skills in the process.</p> <p>Applicable Categories <i>Category II (advanced)</i> only</p> <p>Eligible CECH 3 CECH per analysis</p> <p>Documentation <i>Category II (advanced)</i>: analysis report and timeline</p>
<p>ASSESSMENT OF TRAINING NEEDS</p> <p>Definition Assess the training needs of individuals involved in the implementation of health education by utilizing techniques, such as formative research (focus groups), in-depth interviews, surveys, learning assessment, etc. to determine the training needs and/or learning styles of the target audience.</p> <p>Applicable Categories <i>Category II (advanced)</i> only</p> <p>Eligible CECH 3 CECH per training</p> <p>Documentation <i>Category II (advanced)</i>: assessment report summary</p>
<p>EVALUATE HEALTH EDUCATION TRAINING PROGRAMS</p> <p>Definition Develop an evaluation tool to assess or evaluate participant's knowledge, skills, understanding or training content and readiness to train others utilizing pre-post tests, surveys, and questionnaires, etc.</p> <p>Applicable Categories <i>Category II (advanced)</i> only</p> <p>Eligible CECH 3 CECH per report</p> <p>Documentation <i>Category II (advanced)</i>: evaluation report</p>
<p>DEVELOPMENT OF EVALUATION/RESEARCH AND DATA ANALYSIS PLANS</p> <p>Definition Conduct formative research before or during a public health program and conduct program evaluation based on research and data.</p> <p>Applicable Categories <i>Category II (advanced)</i> only</p> <p>Eligible CECH 3 CECH per plan</p> <p>Documentation <i>Category II (advanced)</i>: summary of the plan</p>
<p>DEVELOPMENT OF SURVEILLANCE PLANS</p> <p>Definition The systematic collection of data, the management, summarization and analysis of the data into a user-friendly format to guide the</p>

development of health education programs and initiatives.

Applicable Categories

Category II (advanced) only

Eligible CECH

4 CECH per plan

Documentation

Category II (advanced): summary of the plan

DEVELOPMENT OF A DATA COLLECTION INSTRUMENT FOR RESEARCH

Definition

Develop data collection instruments to be utilized in research. CECH for similar or closely-related activities may not be counted more than once.

Applicable Categories

Category II (advanced) only

Eligible CECH

3 CECH per instrument

Documentation

Category II (advanced): copy of the instrument

CONDUCT A FEASIBILITY STUDY

Definition

Conduct a feasibility study to determine how best to implement research findings.

Applicable Categories

Category II (advanced) only

Eligible CECH

3 CECH per study

Documentation

Category II (advanced): summary of the feasibility study

CONDUCT A STAKEHOLDER ANALYSIS

Definition

Conduct a stakeholder analysis to determine the investment of individuals and organizations in the planning, implementation and evaluation of health education programs.

Applicable Categories

Category II (advanced) only

Eligible CECH

2 CECH per analysis

Documentation

Category II (advanced): summary of the analysis report

DEVELOP A LOGIC MODEL FOR EVALUATION

Definition

A logic model is a tool used to describe the effectiveness of programs thru logical linkages among program resources, activities, outputs, audiences, and short-, intermediate-, and long-term outcomes related to a specific problem or situation.

Applicable Categories

Category II (advanced) only

Eligible CECH

3 CECH per model

Documentation

Category II (advanced): A copy of logic model(s)

ADMINISTRATION AND MANAGEMENT

Activities that reflect primary responsibility for planning, organizing, directing, coordinating, and developing health education programs, projects, resources, staff and/or agencies. These activities must be related to one or more Areas of Responsibility and reflect advanced level sub-competencies.

DEVELOPMENT OF AN AGENCY/PROGRAM BUDGET

Definition

Participation in the development of an agency or project budget and providing data for monitoring and evaluation of resources.

Applicable Categories

Category II (advanced) only

Eligible CECH

3 CECH per budget

Documentation

Category II (advanced): letter from supervisor or organization

MANAGEMENT OF PROGRAM BUDGETS

Definition

Participate in the monitoring and management of program budgets.

Applicable Categories

Category II (advanced) only

Eligible CECH

4 CECH per budget

<p>Documentation <i>Category II (advanced):</i> letter from supervisor or organization</p>
<p>DEVELOPMENT OF PROGRESS REPORTS Definition Analyze data and write progress reports for health education program improvement and continuation. Applicable Categories <i>Category II (advanced)</i> only Eligible CECH 5 CECH per report Documentation <i>Category II (advanced):</i> summary report</p>
<p>DEVELOPMENT OF MEMORANDA OF AGREEMENT OR UNDERSTANDING WITH STAKEHOLDERS Definition Engage stakeholders in the development of health education plans and programs through formal agreements. Applicable Categories <i>Category II (advanced)</i> only Eligible CECH 2 CECH per MOU/MOA Documentation <i>Category II (advanced):</i> copy of MOU/MOA</p>
<p>DEVELOPMENT OF A PROFESSIONAL DEVELOPMENT PLAN FOR VOLUNTEERS Definition Work with volunteers to develop goals relating to competence/skills that can be used for planning, implementation and evaluation of health education activities. Applicable Categories <i>Category II (advanced)</i> only Eligible CECH 3 CECH per plan Documentation <i>Category II (advanced):</i> letter from supervisor or organization and summary of the plan</p>
<p>DEVELOPMENT OF A PROFESSIONAL DEVELOPMENT PLAN FOR STAFF Definition Work with staff to develop goals relating to competence/skills that can be used to assist them in developing career paths and for planning, implementation and evaluation of health education activities. Applicable Categories <i>Category II (advanced)</i> only Eligible CECH 3 CECH per plan Documentation <i>Category II (advanced):</i> letter from supervisor and summary of the plan</p>
<p>USE HUMAN RESOURCE AND WORKFORCE DEVELOPMENT STRATEGIES Definition Use human resource and workforce development strategies to enhance the skills of staff and volunteers for conflict prevention, mediation and career development. Applicable Categories <i>Category II (advanced)</i> only Eligible CECH 2 CECH per occasion Documentation <i>Category II (advanced):</i> summary of strategies used</p>
<p>DEVELOP PARTNERSHIPS TO SUPPORT HEALTH EDUCATION Definition Identify and recruit partners and assess their capacity to meet program goals. Continually assess the partnership sustainability. Applicable Categories <i>Category II (advanced)</i> only Eligible CECH 3 CECH per year Documentation <i>Category II (advanced):</i> copies of MOUs/MOAs or letters of support from partners</p>
<p>DEVELOP AGENCY/PROGRAM STRATEGIC PLAN Definition A strategic plan is a document used to communicate with the organization the organizations goals, the actions needed to achieve those goals and all of the other critical elements developed during the planning exercise. Applicable Categories <i>Category II (advanced)</i> only Eligible CECH 3 CECH per strategic plan</p>

<p>Documentation CATEGORY II (ADVANCED): A copy of strategic plan (s)</p>
<p>CONDUCT EMPLOYEE PERFORMANCE EVALUATION Definition A performance appraisal (PA), also referred to as a performance review, performance evaluation, (career) development discussion, or employee appraisal is a method by which the job performance of an employee is documented and evaluated. Applicable Categories <i>Category II (advanced) only</i> Eligible CECH 5 CECH per performance evaluation Documentation CATEGORY II (ADVANCED): A letter from supervisor stating the person completed the performance evaluation</p>
<p>CONSULTATION Provide specific professional expertise to health topics, issues, programs, and/or projects by invitation or agreement. These activities must be related to one or more Areas of Responsibility and reflect advanced-level Sub-competencies.</p>
<p>ITEM WRITING Definition Writing exam questions for certification/credentialing organizations. Applicable Categories <i>Category I (advanced) For those who serve on the NCHEC Division Board of Certification of Health Education Specialists</i> <i>Category II (advanced) only</i> Eligible CECH 5 CECH per year Documentation: <i>Category II (advanced):</i> committee list; letter from organization</p>
<p>PROVISION OF HEALTH EDUCATION EXPERTISE Definition Provide expert assistance to individuals and organizations on health-related issues/projects outside normal work duties. Applicable Categories <i>Category II (advanced) only</i> Eligible CECH 5 CECH per agreement Documentation <i>Category II (advanced):</i> consulting invitation/agreement or letter from organization</p>
<p>CONTRIBUTE TO THE DEVELOPMENT OF HEALTH PROMOTION POLICY Definition Provide technical assistance and expertise to agencies/organizations in the development of policies that support health-related and health education activities. Applicable Categories <i>Category II (advanced) only</i> Eligible CECH 3 CECH per policy Documentation <i>Category II (advanced):</i> copy of policy and letter of support with proof of involvement</p>

APPENDIX A: CHES®/MCHES® RESPONSIBILITIES, COMPETENCIES, AND ADVANCED-LEVEL SUB-COMPETENCIES

The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified through the 2010 Health Educator Job Analysis Project. The Sub-competencies shaded are advanced-level only. All others are entry.

Color Key =

Advanced – 1

Advanced – 2

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

Area I: Assess Needs, Resources, and Capacity for Health Education/Promotion

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

1.1	Plan assessment process for health education/promotion
1.1.1	Define the priority population to be assessed
1.1.2	Identify existing and necessary resources to conduct assessments
1.1.3	Engage priority populations, partners, and stakeholders to participate in the assessment process
1.1.4	Apply theories and/or models to assessment process
1.1.5	Apply ethical principles to the assessment process
1.2	Access existing information and data related to health
1.2.1	Identify sources of secondary data related to health
1.2.2	Establish collaborative relationships and agreements that facilitate access to data
1.2.3	Review related literature
1.2.4	Identify gaps in the secondary data
1.2.5	Extract data from existing databases
1.2.6	Determine the validity of existing data
1.3	Collect primary data to determine needs
1.3.1	Identify data collection instruments
1.3.2	Select data collection methods for use in assessment
1.3.3	Develop data collection procedures
1.3.4	Train personnel assisting with data collection
1.3.5	Implement quantitative and/or qualitative data collection
1.4	Analyze relationships among behavioral, environmental, and other factors that influence health
1.4.1	Identify and analyze factors that influence health behaviors
1.4.2	Identify and analyze factors that impact health
1.4.3	Identify the impact of emerging social, economic, and other trends on health
1.5	Examine factors that influence the process by which people learn
1.5.1	Identify and analyze factors that foster or hinder the learning process
1.5.2	Identify and analyze factors that foster or hinder knowledge acquisition
1.5.3	Identify and analyze factors that influence attitudes and beliefs
1.5.4	Identify and analyze factors that foster or hinder acquisition of skills
1.6	Examine factors that enhance or impede the process of health education/promotion
1.6.1	Determine the extent of available health education/promotion programs and interventions
1.6.2	Identify policies related to health education/promotion
1.6.3	Assess the effectiveness of existing health education/promotion programs

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

	and interventions
1.6.4	Assess social, environmental, political, and other factors that may impact health education/promotion
1.6.5	Analyze the capacity for providing necessary health education/promotion
1.7	Determine needs for health education/promotion based on assessment findings
1.7.1	Synthesize assessment findings
1.7.2	Identify current needs, resources, and capacity
1.7.3	Prioritize health education/promotion needs
1.7.4	Develop recommendations for health education/promotion based on assessment findings
1.7.5	Report assessment findings
Area II: Plan Health Education/Promotion	
2.1	Involve priority populations, partners, and other stakeholders in the planning process
2.1.1	Identify priority populations, partners, and other stakeholders
2.1.2	Use strategies to convene priority populations, partners, and other stakeholders
2.1.3	Facilitate collaborative efforts among priority populations, partners, and other stakeholders
2.1.4	Elicit input about the plan
2.1.5	Obtain commitments to participate in health education/promotion
2.2	Develop goals and objectives
2.2.1	Identify desired outcomes using the needs assessment results
2.2.2	Develop vision statement
2.2.3	Develop mission statement
2.2.4	Develop goal statements
2.2.5	Develop specific, measurable, attainable, realistic, and time-sensitive objectives
2.3	Select or design strategies/interventions
2.3.1	Select planning model(s) for health education/promotion
2.3.2	Assess efficacy of various strategies/interventions to ensure consistency with objectives
2.3.3	Apply principles of evidence-based practice in selecting and/or designing strategies/interventions
2.3.4	Apply principles of cultural competence in selecting and/or designing strategies/interventions
2.3.5	Address diversity within priority populations in selecting and/or designing

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

	strategies/interventions
2.3.6	Identify delivery methods and settings to facilitate learning
2.3.7	Tailor strategies/interventions for priority populations
2.3.8	Adapt existing strategies/interventions as needed
2.3.9	Conduct pilot test of strategies/interventions
2.3.10	Refine strategies/interventions based on pilot feedback
2.3.11	Apply ethical principles in selecting strategies and designing interventions
2.3.12	Comply with legal standards in selecting strategies and designing interventions
2.4	Develop a plan for the delivery of health education/promotion
2.4.1	Use theories and/or models to guide the delivery plan
2.4.2	Identify the resources involved in the delivery of health education/promotion
2.4.3	Organize health education/promotion into a logical sequence
2.4.4	Develop a timeline for the delivery of health education/promotion
2.4.5	Develop marketing plan to deliver health program
2.4.6	Select methods and/or channels for reaching priority populations
2.4.7	Analyze the opportunity for integrating health education/promotion into other programs
2.4.8	Develop a process for integrating health education/promotion into other programs when needed
2.4.9	Assess the sustainability of the delivery plan
2.4.10	Design and conduct pilot study of health education/promotion plan
2.5	Address factors that influence implementation of health education/promotion
2.5.1	Identify and analyze factors that foster or hinder implementation
2.5.2	Develop plans and processes to overcome potential barriers to implementation
Area III: Implement Health Education/Promotion	
3.1	Coordinate logistics necessary to implement plan
3.1.1	Create an environment conducive to learning
3.1.2	Develop materials to implement plan
3.1.3	Secure resources to implement plan
3.1.4	Arrange for needed services to implement plan
3.1.5	Apply ethical principles to the implementation process
3.1.6	Comply with legal standards that apply to implementation
3.2	Train staff members and volunteers involved in implementation of health education/promotion

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

3.2.1	Develop training objectives
3.2.2	Recruit individuals needed for implementation
3.2.3	Identify training needs of individuals involved in implementation
3.2.4	Develop training using best practices
3.2.5	Implement training
3.2.6	Provide support and technical assistance to those implementing the plan
3.2.7	Evaluate training
3.2.8	Use evaluation findings to plan/modify future training
3.3	Implement health education/promotion plan
3.3.1	Collect baseline data
3.3.2	Apply theories and/or models of implementation
3.3.3	Assess readiness for implementation
3.3.4	Apply principles of diversity and cultural competence in implementing health education/promotion plan
3.3.5	Implement marketing plan
3.3.6	Deliver health education/promotion as designed
3.3.7	Use a variety of strategies to deliver plan
3.4	Monitor implementation of health education/promotion
3.4.1	Monitor progress in accordance with timeline
3.4.2	Assess progress in achieving objectives
3.4.3	Ensure plan is implemented consistently
3.4.4	Modify plan when needed
3.4.5	Monitor use of resources
3.4.6	Evaluate sustainability of implementation
3.4.7	Ensure compliance with legal standards
3.4.8	Monitor adherence to ethical principles in the implementation of health education/promotion
Area IV: Conduct Evaluation and Research Related to Health Education/Promotion	
4.1	Develop evaluation plan for health education/promotion
4.1.1	Determine the purpose and goals of evaluation
4.1.2	Develop questions to be answered by the evaluation
4.1.3	Create a logic model to guide the evaluation process
4.1.4	Adapt/modify a logic model to guide the evaluation process
4.1.5	Assess needed and available resources to conduct evaluation
4.1.6	Determine the types of data (for example, qualitative, quantitative) to be collected

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

4.1.7	Select a model for evaluation
4.1.8	Develop data collection procedures for evaluation
4.1.9	Develop data analysis plan for evaluation
4.1.10	Apply ethical principles to the evaluation process
4.2	Develop a research plan for health education/promotion
4.2.1	Create statement of purpose
4.2.2	Assess feasibility of conducting research
4.2.3	Conduct search for related literature
4.2.4	Analyze and synthesize information found in the literature
4.2.5	Develop research questions and/or hypotheses
4.2.6	Assess the merits and limitations of qualitative and quantitative data collection
4.2.7	Select research design to address the research questions
4.2.8	Determine suitability of existing data collection instruments
4.2.9	Identify research participants
4.2.10	Develop sampling plan to select participants
4.2.11	Develop data collection procedures for research
4.2.12	Develop data analysis plan for research
4.2.13	Develop a plan for non-respondent follow-up
4.2.14	Apply ethical principles to the research process
4.3	Select, adapt and/or create instruments to collect data
4.3.1	Identify existing data collection instruments
4.3.2	Adapt/modify existing data collection instruments
4.3.3	Create new data collection instruments
4.3.4	Identify useable items from existing instruments
4.3.5	Adapt/modify existing items
4.3.6	Create new items to be used in data collection
4.3.7	Pilot test data collection instrument
4.3.8	Establish validity of data collection instruments
4.3.9	Ensure that data collection instruments generate reliable data
4.3.10	Ensure fairness of data collection instruments (for example, reduce bias, use language appropriate to priority population)
4.4	Collect and manage data
4.4.1	Train data collectors involved in evaluation and/or research
4.4.2	Collect data based on the evaluation or research plan
4.4.3	Monitor and manage data collection
4.4.4	Use available technology to collect, monitor and manage data

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

4.4.5	Comply with laws and regulations when collecting, storing, and protecting participant data
4.5	Analyze data
4.5.1	Prepare data for analysis
4.5.2	Analyze data using qualitative methods
4.5.3	Analyze data using descriptive statistical methods
4.5.4	Analyze data using inferential statistical methods
4.5.5	Use technology to analyze data
4.6	Interpret results
4.6.1	Synthesize the analyzed data
4.6.2	Explain how the results address the questions and/or hypotheses
4.6.3	Compare findings to results from other studies or evaluations
4.6.4	Propose possible explanations of findings
4.6.5	Identify limitations of findings
4.6.6	Address delimitations as they relate to findings
4.6.7	Draw conclusions based on findings
4.6.8	Develop recommendations based on findings
4.7	Apply findings
4.7.1	Communicate findings to priority populations, partners, and stakeholders
4.7.2	Solicit feedback from priority populations, partners, and stakeholders
4.7.3	Evaluate feasibility of implementing recommendations
4.7.4	Incorporate findings into program improvement and refinement
4.7.5	Disseminate findings using a variety of methods
Area V: Administer and Manage Health Education/Promotion	
5.1	Manage financial resources for health education/promotion programs
5.1.1	Develop financial plan
5.1.2	Evaluate financial needs and resources
5.1.3	Identify internal and/or external funding sources
5.1.4	Prepare budget requests
5.1.5	Develop program budgets
5.1.6	Manage program budgets
5.1.7	Conduct cost analysis for programs
5.1.8	Prepare budget reports
5.1.9	Monitor financial plan

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

5.1.10	Create requests for funding proposals
5.1.11	Write grant proposals
5.1.12	Conduct reviews of funding proposals
5.1.13	Apply ethical principles when managing financial resources
5.2	Manage technology resources
5.2.1	Assess technology needs to support health education/promotion
5.2.2	Use technology to collect, store and retrieve program management data
5.2.3	Apply ethical principles in managing technology resources
5.2.4	Evaluate emerging technologies for applicability to health education/promotion
5.3	Manage relationships with partners and other stakeholders
5.3.1	Assess capacity of partners and other stakeholders to meet program goals
5.3.2	Facilitate discussions with partners and other stakeholders regarding program resource needs
5.3.3	Create agreements (for example, memoranda of understanding) with partners and other stakeholders
5.3.4	Monitor relationships with partners and other stakeholders
5.3.5	Elicit feedback from partners and other stakeholders
5.3.6	Evaluate relationships with partners and other stakeholders
5.4	Gain acceptance and support for health education/promotion programs
5.4.1	Demonstrate how programs align with organizational structure, mission, and goals
5.4.2	Identify evidence to justify programs
5.4.3	Create a rationale to gain or maintain program support
5.4.4	Use various communication strategies to present rationale
5.5	Demonstrate leadership
5.5.1	Facilitate efforts to achieve organizational mission
5.5.2	Analyze an organization's culture to determine the extent to which it supports health education/promotion
5.5.3	Develop strategies to reinforce or change organizational culture to support health education/promotion
5.5.4	Facilitate needed changes to organizational culture
5.5.5	Conduct strategic planning
5.5.6	Implement strategic plan
5.5.7	Monitor strategic plan
5.5.8	Conduct program quality assurance/process improvement
5.5.9	Comply with existing laws and regulations
5.5.10	Adhere to ethical principles of the profession

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

5.6	Manage human resources for health education/promotion programs
5.6.1	Assess staffing needs
5.6.2	Develop job descriptions
5.6.3	Apply human resource policies consistent with laws and regulations
5.6.4	Evaluate qualifications of staff members and volunteers needed for programs
5.6.5	Recruit staff members and volunteers for programs
5.6.6	Determine staff member and volunteer professional development needs
5.6.7	Develop strategies to enhance staff member and volunteer professional development
5.6.8	Implement strategies to enhance the professional development of staff members and volunteers
5.6.9	Develop and implement strategies to retain staff members and volunteers
5.6.10	Employ conflict resolution techniques
5.6.11	Facilitate team development
5.6.12	Evaluate performance of staff members and volunteers
5.6.13	Monitor performance and/or compliance of funding recipients
5.6.14	Apply ethical principles when managing human resources
Area VI: Serve as a Health Education/Promotion Resource Person	
6.1	Obtain and disseminate health-related information
6.1.1	Assess needs for health-related information
6.1.2	Identify valid information resources
6.1.3	Evaluate resource materials for accuracy, relevance, and timeliness
6.1.4	Adapt information for consumer
6.1.5	Convey health-related information to consumer
6.2	Train others to use health education/promotion skills
6.2.1	Assess training needs of potential participants
6.2.2	Develop a plan for conducting training
6.2.3	Identify resources needed to conduct training
6.2.4	Implement planned training
6.2.5	Conduct formative and summative evaluations of training
6.2.6	Use evaluative feedback to create future trainings
6.3	Provide advice and consultation on health education/promotion issues
6.3.1	Assess and prioritize requests for advice/consultation
6.3.2	Establish advisory/consultative relationships
6.3.3	Provide expert assistance and guidance

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

6.3.4 Evaluate the effectiveness of the expert assistance provided

6.3.5 Apply ethical principles in consultative relationships

Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

7.1 Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques

7.1.1 Create messages using communication theories and/or models

7.1.2 Identify level of literacy of intended audience

7.1.3 Tailor messages for intended audience

7.1.4 Pilot test messages and delivery methods

7.1.5 Revise messages based on pilot feedback

7.1.6 Assess and select methods and technologies used to deliver messages

7.1.7 Deliver messages using media and communication strategies

7.1.8 Evaluate the impact of the delivered messages

7.2 Engage in advocacy for health and health education/promotion

7.2.1 Identify current and emerging issues requiring advocacy

7.2.2 Engage stakeholders in advocacy initiatives

7.2.3 Access resources (for example, financial, personnel, information, data) related to identified advocacy needs

7.2.4 Develop advocacy plans in compliance with local, state, and/or federal policies and procedures

7.2.5 Use strategies that advance advocacy goals

7.2.6 Implement advocacy plans

7.2.7 Evaluate advocacy efforts

7.2.8 Comply with organizational policies related to participating in advocacy

7.2.9 Lead advocacy initiatives related to health

7.3 Influence policy and/or systems change to promote health and health education

7.3.1 Assess the impact of existing and proposed policies on health

7.3.2 Assess the impact of existing and proposed policies on health education

7.3.3 Assess the impact of existing systems on health

7.3.4 Project the impact of proposed systems changes on health education

7.3.5 Use evidence-based findings in policy analysis

7.3.6 Develop policies to promote health using evidence-based findings

7.3.7 Identify factors that influence decision-makers

7.3.8 Use policy advocacy techniques to influence decision-makers

7.3.9 Use media advocacy techniques to influence decision-makers

Health Education Specialist Practice Analysis (HESPA) 2015 Competencies and Sub-competencies

7.3.10	Engage in legislative advocacy
7.4	Promote the health education profession
7.4.1	Explain the major responsibilities of the health education specialist
7.4.2	Explain the role of professional organizations in advancing the profession
7.4.3	Explain the benefits of participating in professional organizations
7.4.4	Advocate for professional development of health education specialists
7.4.5	Advocate for the profession
7.4.6	Explain the history of the profession and its current and future implications for professional practice
7.4.7	Explain the role of credentialing (for example, individual, program) in the promotion of the profession
7.4.8	Develop and implement a professional development plan
7.4.9	Serve as a mentor to others in the profession
7.4.10	Develop materials that contribute to the professional literature
7.4.11	Engage in service to advance the profession



CHES®/MCHES® CATEGORY II CECH CLAIM FORM

This form is for self-submission of non-preapproved continuing education contact hours (CECH). To claim CECH in Category II, CHES®/MCHES® will need to record not only the program information, but also how the activity relates to the Areas of Responsibility and/or advanced-level Sub-competencies.

I am requesting credit for the following CHES®/MCHES® Category II activity, which was not preapproved by the National Commission for Health Education Credentialing, Inc. (NCHEC). Category I preapproved activities are reported automatically by the designated provider on a quarterly basis.

Directions to complete the Category II Claim form:

Section 1: Complete name, CHES®/MCHES® #, Program/Event Title, Program/Event Date, Program/Event Sponsor and number of CECH claimed.

Section 2: Select type of activity you are claiming. Include requested documentation.

Section 3: Check off an Area of Responsibility that your program/event relates to. If claiming advanced-level CECH please be sure to check an advanced-level Sub-competency. (Multiple Areas of Responsibility/Sub-competencies can be checked.)

Section 4: Provide an explanation as to how this program/event relates to Health Education.

Section 5: Sign the form. Forms cannot be processed without a signature.

This form may be reproduced. Please submit one clearly printed or typed form per activity. It is *recommended* that claims be submitted within 90 days following program completion.

NOTE: CHES® and MCHES®: MAXIMUM OF 30 CATEGORY II CECH MAY BE ACCUMULATED WITHIN EACH FIVE-YEAR CERTIFICATION PERIOD.

MCHES®: 30 CECH MUST BE DIRECTLY RELATED TO THE ADVANCED-LEVEL SUB-COMPETENCIES FROM CATEGORY I AND/OR CATEGORY II FOR EACH FIVE-YEAR CERTIFICATION CYCLE

Section 1:

NAME (PRINT): _____

CHES® #: _____ MCHES® #: _____

Program/Event Title: _____

Program/Event Date: _____

Program/Event Sponsor: _____

CHES® CECH Claimed: _____ MCHES® CECH Claimed: _____

_____ CHECK HERE IF LIVING OUTSIDE CONTINENTAL US. THESE HOURS WILL APPEAR AS CATEGORY I ON YOUR TRANSCRIPT.

(See table below for calculation)

Section 2:

I have completed the following type of activity (**choose only one**) and attached the documentation indicated in support of my claim. **(Table continues on the reverse.)**

ATTENDANCE AT PROFESSIONAL MEETINGS
<input type="checkbox"/> I Attended a Professional Meeting (1 CECH per hour of instruction) (<i>entry and advanced</i>) I have included (check one): _____ Certificate of Attendance with Hours Awarded OR _____ Highlighted Meeting Schedule
SELF-STUDY
<input type="checkbox"/> I Completed an Independent Study (1 CECH per contact hours assigned by the provider) (<i>entry and advanced</i>) _____ I have included a Certificate of Completion with Hours Awarded AND Outline of Module
<input type="checkbox"/> I Participated in a Internship/Practicum/Apprenticeship (1 CECH per 10 hours of Training) (<i>entry and advanced</i>) _____ I have included a Formal Agreement AND Signed Log of Contact Time
ACADEMIC PREPARATION
<input type="checkbox"/> I Completed an Academic Course or Traineeship (3 CECH per Semester Credit Hour OR 2 CECH per Trimester/Quarter Credit Hour) (<i>entry and advanced</i>) I have included (check one): _____ College Transcript _____ Alternate Proof of Completion
<input type="checkbox"/> I Authored a Thesis (15 CECH for Thesis Acceptance) (<i>entry and advanced</i>) <input type="checkbox"/> I Authored a Dissertation (20 CECH for Dissertation Acceptance) (<i>entry and advanced</i>) I have included: _____ A copy of the Title Page AND Table of Contents AND Letter of Acceptance
CREATIVE ENDEAVORS
<input type="checkbox"/> I was the Sole Author of a Book Chapter, Monograph or Report (5 CECH per Chapter) (<i>entry and advanced</i>) <input type="checkbox"/> I was the Co-Author of a Book Chapter, Monograph or Report (3 CECH per Chapter) (<i>entry and advanced</i>) _____ I have included a copy of the Title Page AND Table of Contents AND Full Bibliographic Citation
<input type="checkbox"/> I was the Sole Author of a Health Education Book/Text (30 CECH per Book) (<i>entry and advanced</i>) <input type="checkbox"/> I was the Co-Author of a Health Education Book/Text (20 CECH per Book) (<i>entry and advanced</i>) <input type="checkbox"/> I was the Sole Editor of a Health Education Book/Text (15 CECH per Book) (<i>entry and advanced</i>) <input type="checkbox"/> I was the Co-Editor of a Health Education Book/Text (10 CECH per Book) (<i>entry and advanced</i>) _____ I have included a copy of the Title Page AND Table of Contents AND Full Bibliographic Citation
<input type="checkbox"/> I was the Sole Author of a Peer-Reviewed Article (5 CECH per Article) (<i>entry and advanced</i>) <input type="checkbox"/> I was the Co-Author of a Peer-Reviewed Article (3 CECH per Article) (<i>entry and advanced</i>) _____ I have included a copy of the First Page AND Full Bibliographic Citation
<input type="checkbox"/> I was the Sole Author of a Non-Peer Reviewed Article (4 CECH per Article) (<i>entry only</i>) <input type="checkbox"/> I was the Co-Author of a Non-Peer Reviewed Article (2 CECH per Article) (<i>entry only</i>) _____ I have included a copy of the First Page AND Full Bibliographic Citation

<input type="checkbox"/> I was the Sole Developer of a Health Education Product (5 CECH per Product) (<i>entry only</i>) <input type="checkbox"/> I was the Co-Developer of a Health Education Product (3 CECH per Product) (<i>entry only</i>) I have included (check one): _____ Copyright Notice OR _____ Copy of Product
<input type="checkbox"/> I developed a Health Education Course or Curriculum (5 CECH) (<i>entry and advanced</i>) _____ I have included a copy of title page <i>and</i> table of contents <i>and</i> copy of course syllabus <i>and</i> summary document of curriculum <i>and</i> description of content learning objectives
PROFESSIONAL PRESENTATIONS
<input type="checkbox"/> I presented at a Professional Meeting (2 CECH per hour of Instruction) (<i>entry and advanced</i>) _____ I have included Proof of Presentation, Indicating the Duration
<input type="checkbox"/> I authored/presented a poster (1 CECH per Poster Session) (<i>entry and advanced</i>) _____ I have included Proof of the Presentation
PROFESSIONAL SERVICE
<input type="checkbox"/> I reviewed Applications for Funding or Program Accreditation Applications (3 CECH per year of Activity) (<i>entry and advanced</i>) _____ I have included a copy of the Letter of Invitation or Appreciation
<input type="checkbox"/> I reviewed Manuscripts for a Peer-Reviewed Journal or Health Education Textbook(3 CECH per Calendar Year per Journal or Textbook) (<i>entry and advanced</i>) _____ I have included a copy of the Letter of Appreciation
<input type="checkbox"/> I served as a Mentor (1 CECH per Calendar Month of Activity for Each Individual Mentored- <u>students excluded</u>) (<i>entry and advanced</i>) _____ I have included a copy of an Agreement/Documentation Indicating the Nature and Duration of the Mentorship
<input type="checkbox"/> I served as a Leader in a Health Education Organization (2 CECH per Group per Calendar Year) (<i>entry and advanced</i>) _____ I have included Proof of Service (Letter from Supervisor or Board, Letterhead or Notice in Organizational Directory), Indicating the Duration
ADVANCED PROFESSIONAL PRACTICE – MCHES® ONLY SECTION
CREATIVE ENDEAVORS
<input type="checkbox"/> I developed a Train the Trainer Curriculum for Health Education Professionals (5 CECH per Training Curriculum Development) (<i>advanced only</i>) _____ I have included the Summary/Outline of Curriculum AND Reference of Current Practices
<input type="checkbox"/> I developed a Health Education Course or Curriculum (5 CECH per Course) (<i>advanced only</i>) _____ I have included a copy of Title Page AND Table of Contents AND Course Syllabus AND Summary Document of Curriculum
<input type="checkbox"/> I designed a Health-Related Training Program Using Various Learning Theories (5 CECH) (<i>advanced only</i>) _____ I have included a copy of Title Page AND Training Syllabus AND Summary Document of Curriculum with Listing of Learning Theories
<input type="checkbox"/> I wrote a Funding Proposal for a Grant/Contract/Cooperative Agreement (4 CECH per proposal) (<i>advanced only</i>) _____ I have included Proof of Submission AND copy of Solicitation AND Application Cover Page OR Award Letter
<input type="checkbox"/> I developed a market planning (3 CECH per Market Plan)(<i>entry only</i>) _____ I have included a copy of the marketing plan with table of contents
<input type="checkbox"/> I developed a policy analysis (3 CECH per Policy Analysis) (<i>entry only</i>) _____ I have included a copy of policy analysis or letter from supervisor stating the person developed a policy analysis
PROFESSIONAL PRESENTATIONS
<input type="checkbox"/> I presented Research Findings at a Professional Conference (3 CECH per Presentation) (<i>advanced only</i>) _____ I have included Proof of the Presentation and Summary of Research Findings, Abstract, or IRB Approval
PROGRAM DEVELOPMENT
<input type="checkbox"/> I facilitated a Workgroup of Stakeholders (2 CECH per Year) (<i>advanced only</i>) _____ I have included Proof of Service, Indicating the Duration
<input type="checkbox"/> I coordinated a Community Assessment Process (5 CECH per Year) (<i>advanced only</i>) _____ I have included a Summary Report of Process/Analysis

<input type="checkbox"/> I developed Recommendations from Data Findings (1 CECH per Event) (<i>advanced only</i>) _____ I have included the List of Recommendations
<input type="checkbox"/> I incorporated Health Education Planning Processes into the Development of Programs and Initiatives (2 CECH per Program Plan) (<i>advanced only</i>) _____ I have included the Plan Summary AND Identification of Planning Models
PROFESSIONAL SERVICE
<input type="checkbox"/> I served on Local/State/Regional/National Planning Groups/Boards (2 CECH) per Group per Year) (<i>advanced only</i>) _____ I have included Proof of Service, Including the Duration
<input type="checkbox"/> I served or acted as an Internship/Practicum Preceptor (2 CECH per Preceptorship) (<i>advanced only</i>) _____ I have included a Letter of Agreement OR Written Documentation Indicating the Nature and Duration of the Internship/Preceptorship
RESEARCH AND EVALUATION
<input type="checkbox"/> I conducted a Root Cause Analysis (3 CECH per Analysis) (<i>advanced only</i>) _____ I have included the Analysis Report
<input type="checkbox"/> I conducted a Plan Analysis (3 CECH per Analysis) (<i>advanced only</i>) _____ I have included the Analysis Report AND Timeline
<input type="checkbox"/> I assessed Training Needs (3 CECH per Training) (<i>advanced only</i>) _____ I have included a copy of the Assessment Report Summary
<input type="checkbox"/> I evaluated Training Programs (3 CECH per Training Program (3 CECH per Training Program) (<i>advanced only</i>) _____ I have included a copy of the Evaluation Report
<input type="checkbox"/> I developed Evaluation/Research and Data Analysis Plans (3 CECH per Plan) (<i>advanced only</i>) _____ I have included a Summary of the Plan
<input type="checkbox"/> I developed Surveillance Plans (4 CECH per Plan) (<i>advanced only</i>) _____ I have included a Summary of the Plan
<input type="checkbox"/> I developed a Data Collection Instruction for Research (3 CECH per Instrument) (<i>advanced only</i>) _____ I have included a copy of the Instrument
<input type="checkbox"/> I conducted a Feasibility Study (3 CECH per Study) (<i>advanced only</i>) _____ I have included a Summary of the Feasibility Study
<input type="checkbox"/> I conducted a Stakeholder Analysis for Health Education Programs (2 CECH per Analysis) (<i>advanced only</i>) _____ I have included a Summary of the Analysis Report
<input type="checkbox"/> I developed a logic model for evaluation (3 CECH per Model) (<i>advanced only</i>) _____ I have included a copy of logic model(s)
ADMINISTRATION AND MANAGEMENT
<input type="checkbox"/> I developed an agency/program budget (3 CECH per Budget) (<i>advanced only</i>) _____ I have included a Letter from my Supervisor or Organization
<input type="checkbox"/> I managed Program Budgets (4 CECH per Budget) (<i>advanced only</i>) _____ I have included a Letter from my Supervisor or Organization
<input type="checkbox"/> I developed Progress Reports (5 CECH per Report) (<i>advanced only</i>) _____ I have included a Summary Report
<input type="checkbox"/> I developed a Memorandum of Understanding (MOU) and/or a Memorandum of Agreement (MOA) (2 CECH per MOU/MOA) (<i>advanced only</i>) _____ I have included copies of the MOU/MOA
<input type="checkbox"/> I developed Professional Development Plan for Volunteers (3 CECH per Plan) (<i>advanced only</i>) _____ I have included a Letter from my Supervisor or Organization AND a Summary of the Plan
<input type="checkbox"/> I developed a Professional Development Plan for Staff (3 CECH per Plan) (<i>advanced only</i>) _____ I have included a Letter from my Supervisor AND a Summary of the Plan

<input type="checkbox"/> I used Human Resource and Workforce Development Strategies (2 CECH per Occasion) (<i>advanced only</i>) _____ I have included a Summary of Strategies Used
<input type="checkbox"/> I developed Partnerships to Support Health Education (3 CECH per Year) (<i>advanced only</i>) _____ I have included copies of the MOUs/MOAs OR Letters of Support from Partners
<input type="checkbox"/> I developed an agency/program strategic plan (3 CECH per Strategic Plan) (<i>advanced only</i>) _____ I have included a copy of strategic plan(s)
<input type="checkbox"/> I conducted an Employee Performance Evaluation (5 CECH per Performance Evaluation) (<i>advanced only</i>) _____ I have included a letter from supervisor stating the person completed the performance evaluation
CONSULTATION
<input type="checkbox"/> I wrote Exam Questions for Certification/Credentialing Organizations (5 CECH per Year) (<i>advanced only</i>) _____ I have included the Committee List AND Letter from Organization
<input type="checkbox"/> I provided Health Education Expertise (5 CECH per Agreement) (<i>advanced only</i>) _____ I have included the Consulting Invitation/Agreement OR Letter from Organization
<input type="checkbox"/> I contributed to the Development of Health Promotion Policy (3 CECH per Policy) (<i>advanced only</i>) _____ I have included a copy of the Policy AND a Letter of Support with Proof of Involvement

Section 3:

AREAS OF RESPONSIBILITIES AND ADVANCED-LEVEL SUB-COMPETENCIES

To claim CHES® Category II CECH, activity must be related to at least one of the Seven Areas of Responsibilities. To claim MCHES® Category II CECH, activity must be from the Advanced-Level Sub-Competencies. Please select all that apply below.

_____ **AREA I: ASSESS NEEDS, RESOURCES, AND CAPACITY FOR HEALTH EDUCATION/PROMOTION**

COMPETENCY 1.1: PLAN ASSESSMENT PROCESS FOR HEALTH EDUCATION/PROMOTION

_____ 1.1.4 Apply theories and/or models to assessment process

COMPETENCY 1.2: ACCESS EXISTING INFORMATION AND DATA RELATED TO HEALTH

_____ 1.2.2 Establish collaborative relationships and agreements that facilitate access to data

COMPETENCY 1.7: DETERMINE NEEDS FOR HEALTH EDUCATION/PROMOTION BASED ON ASSESSMENT

_____ 1.7.1 Synthesize assessment findings

_____ **AREA II: PLAN HEALTH EDUCATION/PROMOTION**

COMPETENCY 2.3: SELECT OR DESIGN STRATEGIES/INTERVENTIONS

_____ 2.3.1 Selecting planning model(s) for health education/promotion

_____ 2.3.2 Assess efficiency of various strategies/interventions to ensure consistency with objectives

_____ 2.3.3 Apply principles of evidence-based practice in selecting and/or designing strategies/interventions

_____ 2.3.9 Conduct pilot test strategies/intervention

_____ 2.3.10 Refine strategies/intervention based on pilot feedback

COMPETENCY 2.4: DEVELOP A PLAN FOR THE DELIVERY OF HEALTH EDUCATION/PROMOTION

_____ 2.4.8 Develop a process for integrating health education/promotion into other programs when needed

_____ **AREA III: IMPLEMENT HEALTH EDUCATION/PROMOTION**

COMPETENCY 3.2: TRAIN STAFF MEMBERS AND VOLUNTEERS INVOLVED IN IMPLEMENTATION OF HEALTH EDUCATION/PROMOTION

_____ 3.2.1 Develop training objectives

_____ 3.2.3 Identify training needs of individuals involved in implementation

_____ 3.2.4 Develop training using best practices

_____ 3.2.5 Implement training

- _____ 3.2.6 Provide support and technical assistance to those implementing the plan
- _____ 3.2.7 Evaluate training
- _____ 3.2.8 Use evaluation findings to plan/modify future training

COMPETENCY 3.3: IMPLEMENT HEALTH EDUCATION/PROMOTION PLAN

- _____ 3.3.2 Apply theories and/or models of implementation

AREA IV: CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION/PROMOTION

COMPETENCY 4.1: DEVELOP EVALUATION PLAN FOR HEALTH EDUCATION/PROMOTION

- _____ 4.1.1 Determine the purpose and goals of evaluation
- _____ 4.1.2 Develop questions to be answered by the evaluation
- _____ 4.1.3 Create a logic model to guide the evaluation process
- _____ 4.1.4 Adapt/modify a logic model to guide the evaluation process
- _____ 4.1.5 Assess needed and available resources to conduct evaluation
- _____ 4.1.6 Determine the types of data (for example, qualitative, quantitative) to be collected
- _____ 4.1.7 Select a model for evaluation
- _____ 4.1.8 Develop data collection procedures for evaluation
- _____ 4.1.9 Develop data analysis plan for evaluation
- _____ 4.1.10 Apply ethical principles to the evaluation process

COMPETENCY 4.2: DEVELOP A RESEARCH PLAN FOR HEALTH EDUCATION/PROMOTION

- _____ 4.2.1 Create statement of purpose
- _____ 4.2.2 Assess feasibility of conducting research
- _____ 4.2.3 Conduct search for related literature
- _____ 4.2.4 Analyze and synthesize information found in the literature
- _____ 4.2.5 Develop research questions and/or hypotheses
- _____ 4.2.6 Assess the merits and limitations of qualitative and quantitative data collection
- _____ 4.2.7 Select research design to address the research questions
- _____ 4.2.8 Determine suitability of existing data collection instruments
- _____ 4.2.9 Identify research participants
- _____ 4.2.10 Develop sampling plan to select participants
- _____ 4.2.11 Develop data collection procedures for research
- _____ 4.2.12 Develop data analysis plan for research
- _____ 4.2.13 Develop a plan for non-respondent follow-up
- _____ 4.2.14 Apply ethical principles to research process

COMPETENCY 4.3: SELECT, ADAPT AND /OR CREATE INSTRUMENTS TO COLLECT DATA

- _____ 4.3.1 Identify existing data collection instruments
- _____ 4.3.2 Adapt/Modify existing data collection instruments
- _____ 4.3.3 Create new data collection instruments
- _____ 4.3.6 Create new items to be used in data collection
- _____ 4.3.7 Pilot test data collection instrument
- _____ 4.3.8 Establish validity of data collection instrument
- _____ 4.3.9 Ensure that data collection instruments generate reliable data
- _____ 4.3.10 Ensure fairness of data collection instruments
(For example, reduce bias, use language appropriate to priority population)

COMPETENCY 4.4: COLLECT AND MANAGE DATA

- _____ 4.4.1 Train data collector involved in evaluation and/or research
- _____ 4.4.2 Collect data based on the evaluation or research plan

COMPETENCY 4.5: ANALYZE DATA

- _____ 4.5.1 Prepare data for analysis
- _____ 4.5.2 Analyze data using qualitative methods
- _____ 4.5.3 Analyze data using descriptive statistical methods
- _____ 4.5.4 Analyze data using inferential statistical methods

_____ 4.5.5 Use technology to analyze data

COMPETENCY 4.6: INTERPRET RESULTS

- _____ 4.6.1 Synthesize the analyzed data
- _____ 4.6.2 Explain how the results address the questions and/or hypotheses
- _____ 4.6.3 Compare findings to results from other studies or evaluations
- _____ 4.6.4 Propose possible explanations of findings
- _____ 4.6.5 Identify limitations of findings
- _____ 4.6.6 Address delimitations as they relate to findings
- _____ 4.6.7 Draw conclusions based on findings
- _____ 4.6.8 Develop recommendations based on findings

COMPETENCY 4.7: APPLY FINDINGS

- _____ 4.7.5 Disseminate findings using a variety of methods

AREA V: ADMINISTER AND MANAGE HEALTH EDUCATION/PROMOTION

COMPETENCY 5.1: MANAGE FINANCIAL RESOURCES FOR HEALTH EDUCATION/PROMOTION

- _____ 5.1.1 Develop a financial plan
- _____ 5.1.2 Evaluate financial needs and resources
- _____ 5.1.3 Identify internal and/or external funding sources
- _____ 5.1.4 Prepare budget requests
- _____ 5.1.5 Develop program budgets
- _____ 5.1.6 Manage program budgets
- _____ 5.1.7 Conduct cost analysis for programs
- _____ 5.1.8 Prepare budget reports
- _____ 5.1.9 Monitor financial plan
- _____ 5.1.10 Create requests for funding proposals
- _____ 5.1.11 Write grant proposals
- _____ 5.1.12 Conduct reviews of funding proposals
- _____ 5.1.13 Apply ethical principles when managing financial resources

COMPETENCY 5.3: MANAGE RELATIONSHIP WITH PARTNERS AND OTHER STAKEHOLDERS

- _____ 5.3.2 Facilitate discussion with partners and other stakeholders regarding program resource needs
- _____ 5.3.5 Elicit feedback from partners and other stakeholders

COMPETENCY 5.5: DEMONSTRATE LEADERSHIP

- _____ 5.5.1 Facilitate efforts to achieve organizational mission
- _____ 5.5.4 Facilitate needed changes to organizational culture
- _____ 5.5.5 Conduct strategic planning
- _____ 5.5.6 Implement strategic planning
- _____ 5.5.7 Monitor strategic planning

COMPETENCY 5.6: MANAGE HUMAN RESOURCES FOR HEALTH EDUCATION/PROMOTION PROGRAMS

- _____ 5.6.1 Assess staffing needs
- _____ 5.6.2 Develop job descriptions
- _____ 5.6.3 Apply human resource policies consistent with laws and regulations
- _____ 5.6.4 Evaluate qualifications of staff members and volunteers needed for programs
- _____ 5.6.6 Determine staff member and volunteer professional development needs
- _____ 5.6.7 Develop strategies to enhance staff member and volunteer professional development
- _____ 5.6.8 Implement strategies to enhance the professional development of staff members and volunteers
- _____ 5.6.9 Develop and implement strategies to retain staff members and volunteers
- _____ 5.6.10 Employ conflict resolution techniques
- _____ 5.6.11 Facilitate team development
- _____ 5.6.12 Evaluate performance of staff members and volunteers
- _____ 5.6.13 Monitor performance and/or compliance of funding recipients

_____ 5.6.14 Apply ethical principles when managing human resources

AREA VI: SERVE AS A HEALTH EDUCATION/PROMOTION RESOURCE PERSON

COMPETENCY 6.2: TRAIN OTHERS TO USE HEALTH EDUCATION/PROMOTION SKILLS

- _____ 6.2.1 Assess training needs of potential participants
- _____ 6.2.2 Develop a plan for conducting training
- _____ 6.2.3 Identify resource needed to conduct training
- _____ 6.2.4 Implement planned training
- _____ 6.2.5 Conduct formative and summative evaluations of training
- _____ 6.2.6 Use evaluative feedback to create future training

COMPETENCY 6.3: PROVIDE ADVICE AND CONSULTATION ON HEALTH EDUCATION/PROMOTION ISSUES

- _____ 6.3.1 Assess and prioritize requests for advice/consultation
- _____ 6.3.2 Establish advisory/consultative relationships
- _____ 6.3.3 Provide expert assistance and guidance
- _____ 6.3.4 Evaluate the effectiveness of the expert assistance provided
- _____ 6.3.5 Apply ethical principles in consultative relationships

AREA VII: COMMUNICATE, PROMOTE AND ADVOCATE FOR HEALTH, HEALTH EDUCATION/PROMOTION AND THE PROFESSION

COMPETENCY 7.1: IDENTIFY, DEVELOP, AND DELIVER MESSAGES USING A VARIETY OF COMMUNICATION STRATEGIES, METHODS AND TECHNIQUES

- _____ 7.1.4 Pilot test messages and delivery methods
- _____ 7.1.5 Revise messages based on pilot feedback

COMPETENCY 7.3: INFLUENCE POLICY AND/OR SYSTEMS CHANGE TO PROMOTE HEALTH AND HEALTH EDUCATION

- _____ 7.3.6 Develop policies to promote health using evidence-based findings
- _____ 7.3.7 Identify factors that influence decision-makers
- _____ 7.3.8 Using policy advocacy techniques to influence decision-makers

COMPETENCY 7.4: PROMOTE HEALTH EDUCATION PROFESSION

- _____ 7.4.9 Serve as a mentor to others in the profession
- _____ 7.4.10 Develop materials that contribute to the professional literature
- _____ 7.4.11 Engage in service to advance the profession

Section 4:

How does this experience relate to health education?

Section 5:

I affirm that the information provided with this claim for CHES®/MCHES® Category II CECH is true to the best of my knowledge.

Signed: _____ Email: _____ Phone: _____

- **NCHEC does not confirm receipt or approval of Category II submissions. You can check your transcript online anytime to see if it's been processed by logging into your CHES®/MCHES® account. (http://www.nchec.org/ches_login)**

- Please allow two weeks from date of receipt for your request to be processed.
- Please keep a copy of your submission to verify that credits appear correctly on your next transcript.

**Submit To: National Commission for Health Education Credentialing, Inc.
1541 Alta Drive, Suite 303, Whitehall, PA 18052
Phone: (888) 624-3248 Ext 14 – Fax (800) 813-0727
E-mail: mschmell@nchec.org**
