



SINGLE EVENT PROVIDER (SEP) APPLICATION INSTRUCTIONS

Credentialing Excellence in Health Education

Overview

The need for promoting established standards in the practice of health education has been evident in the profession for a long time. The National Commission for Health Education Credentialing, Inc. (NCHEC) is working to meet this need. NCHEC has three purposes.

- To certify health education specialists
- To strengthen professional preparation
- To promote professional development

A critical factor in the establishment of an effective professional development program is the designation of agencies/organizations which can provide quality continuing education events. Continuing education for entry-level health education specialists is defined as educational experiences that assist in the development or enhancement of knowledge and skills directly related to the Seven Areas of Responsibility and associated Competencies identified in “A Competency-Based Framework for Health Education Specialists – 2010” as follows. (See Appendix A for related Competencies and advanced-level Sub-competencies)

- I. Assess Needs , Assets, and Capacity for Health Education
- II. Plan Health Education
- III. Implement Health Education
- IV. Conduct Evaluation and Research Related to Health Education
- V. Administer and Manage Health Education
- VI. Serve as a Health Education Resource Person
- VII. Communicate and Advocate for Health and Health Education

Continuing education for advanced-level health education specialists is defined as educational experiences that assist in the development or enhancement of knowledge and skills directly related to the 61 Sub-competencies for Master Certified Health Education Specialists (MCHES) found beginning on page 4.

Certified Health Education Specialists (CHES) and Master Certified Health Education Specialists (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.

Calculation of Hours

One CECH is equal to one 60-minute hour of instruction. CECH will be calculated by rounding up to the nearest ½ hour. (Examples: 1 hour and 45 minutes = 2 hours; 2 hours and 15 minutes = 2½ hours). **For multiple-session events, add all minutes before rounding. Ancillary activities, such as breaks, exhibits and meals are not included. A meal at which a presentation is made may be included for the portion of time covered by the presentation.**

Types of Events

Learning experiences that may be offered include, but are not limited to:

Live events: learning experiences that require physical attendance at a specified time

- Conferences/Seminars/Workshops
- College/University Courses
- Teleconferences/web-based broadcasts

Live events may be offered in the following time frames:

- in one day within a minimum of one contact hour.
- over two or more consecutive days.
- several times (identical event at multiple sites) during a one year period.
- in a series – in which case the applicant must demonstrate the following:
 - 1.) The application must show that all planning for the series is completed at the time of the application (dates, learning objectives, location, etc.)
 - 2.) The series has a central theme tying the hours together
 - 3.) The entire series must be completed within one year

Directed Self-Study: learning experiences in which learners can participate without regard to time or location. An offering must consist of a learning module and an assessment (test, quiz) to be submitted for scoring and credit.

- Peer-reviewed, journal-based articles
- Published educational/informational materials (conference proceedings, government reports, etc.)
- Prepackaged learning
- Audio or videotaped educational events
- Computer-based learning opportunities

Approval Criteria

On this application, the provider must demonstrate that:

- A CHES/MCHES has participated on the program planning committee.
- Learning objectives have been established for each session, which address at least one of the Seven Areas of Responsibility for entry-level events and at least one of the 61 Sub-competencies for advanced-level events.
- An evaluation form has been developed addressing the specific learning objectives for each session. (See Application)
- A certificate of attendance/completion has been created in accordance with the sample provided. (See Application)

Organization Eligibility

Single Event Provider (SEP) designation can be sought by an organization that is a legal entity at the international, national, state or local level, and is responsible for continuing education in health education or a related field.

Submitting the Application

Applications must be received by NCHEC no later than 30 days prior to the start of the event in order to receive a decision on approval. Applications received less than 30 days prior to the event will be reviewed, but notification of approval may not be communicated prior to the event date. Upon submission of the application, you may add the following statement to any marketing materials:

“Application for CHES (entry-level) / MCHES (advanced-level) Category I continuing education contact hours (CECH) has been made to the National Commission for Health Education Credentialing, Inc. (NCHEC).”

Application Review

The NCHEC office staff reviews all SEP applications. Questionable applications may be referred to the Division Board for Professional Development (DBPD). Notification of designation status will be sent from the NCHEC office.

Appeals Process

Any organization wishing to appeal a decision of non-designation must submit, within 30 days of notification of NCHEC’s decision, a written request to the NCHEC office requesting reconsideration. This request must

include information to support the overturning of the decision. The decision of the DBPD made on an appeal is considered final. The SEP designation fee is not refundable.

Withdrawal of Application

An organization may withdraw its application from consideration at any time prior to designation. Notice of the intent to withdraw the application must be made in writing to the NCHEC office. The Single SEP designation fee is not refundable.

Application Fee

The basic application fee for a SEP is \$50 per event or self-study offering. The designation period is 12 months. If the applicant wishes to offer the same live event more than one time during the 12 months following the date of initial presentation, an additional fee of \$25 is required for each additional time the event is to be offered. If the application intends to capture a live event for future use as a self-study, an additional fee of \$50 is required for the self-study designation (total application fee for both is \$100). **Example:** A one-time conference is recorded for future use as a taped self-study package. If both will be offered for entry or advanced-level credits, the program will receive designation as a single event and a self-study.

Records Maintenance

SEPs will be expected to maintain the following records on designated events for five years:

- Copy of completed SEP application.
- Name and ID number of participating CHES/MCHES and number of CECH earned by each.

NOTE: Individuals who obtain the MCHES certification will retain the same ID number.

The CHES/MCHES prefix will change. If CHES attend advanced-level activities, entry-level CECH will be awarded to that individual by NCHEC.

- Summary of participant evaluations.

Reporting

SEPs are required to report live events within 60 days of the event's conclusion. Quarterly reports are required for all self-study offerings. A report template will be included with the provider designation packet.

Marketing

The following tools are available to assist in your marketing efforts.

- Once designated, a mailing list via e-mail will be available at no charge upon request. Contact the NCHEC office for more information.
- "A Competency-Based Framework for Education Specialists – 2010" (\$65.00)
- Directory of CHES/MCHES (\$30.00)

Mail the completed application, with all supporting documentation and appropriate payment to:

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

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 2015 Health Education Specialist Practice Analysis. Advanced-level CECH can only be awarded for the shaded (advanced) Sub-competencies. All others are entry-level.

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

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 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

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

- 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
- 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
- 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
- 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

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
- 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
- 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