In The News

Just Graduated?
Need a Change of Career?

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Updated weekly, Job Seekers is host to a multitude of employers seeking out you, the Certified Health Education Specialist!

What You’ll Find

• Timely & current job openings
• Opportunities throughout the United States
• Jobs in Public and Private sectors, including Nonprofit organizations

Now Available!

A Competency-Based Framework for Health Educators - 2006

To order, visit the Forms & Publications link on NCHEC’s Web site.
www.nchec.org

COMING SOON

Revised Study Guide to accompany 2006 Framework

For further updates, periodically check our Web site
www.nchec.org

Mark Your Calendar and Come and Join Us -- 2007 Conference Schedule

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<tr>
<th>Organization</th>
<th>Dates</th>
<th>Location</th>
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<tr>
<td>International Union for Health Promotion and Health Education (IUHPE)</td>
<td>June 11 - June 15, 2007</td>
<td>Vancouver, Canada</td>
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<tr>
<td>American Public Health Association (APHA)</td>
<td>Nov. 3 - Nov. 7, 2007</td>
<td>Washington, D.C.</td>
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Remember - You now have the ability to check your certification status and continuing education credits online, www.nchec.org. A username and password are required. If you cannot locate this information, you can retrieve it through our Online Services page.
Beginning fall 2007, the National Commission for Health Education Credentialing, Inc. (NCHEC) will implement a revised Certified Health Education Specialist (CHES) exam based upon the findings of the National Competencies Update Project (CUP). The findings from this project are not only significant to NCHEC, but also present implications for CHES and the profession. As health educators, we promote the importance of embracing change as a way to grow and develop. It is equally significant that we examine the benefits and opportunities that will arise as our profession continues to evolve.

Each Certified Health Education Specialist (CHES) should review the revised Areas of Responsibility, as well as examine the revised Competencies and Sub-competencies. In an effort to be accountable to our constituents, health educators have the responsibility to grow as professionals. Examining these Competencies will not only validate what it is expected of us, but reveal areas in need of further development. As we discover skills that are lacking or that have not fully developed, targets for professional development are being formed. Furthermore, the Responsibilities should also serve as motivators in our quest to serve our target audiences. Because the more skilled we become, the more of an asset we are to employers. The more we demonstrate meaningful competence, the more we will be seen and desired as significant partners in promoting the health of individuals and communities.

In addition to direct practice, these Competencies play a substantial role in professional preparation. Each institution preparing health educators must conduct an assessment of its program to validate that all Competencies are being addressed, including newly added ones. As potential CHES graduate, it is important that they be fully prepared to carry out the responsibilities that will be expected of them as professionals. With that, keep in mind that three entry-level Sub-competencies were deleted from the Areas of Responsibility, but six were added.

Finally, as a university professor, I often hear that we sometimes get lost in ideology, that we do not understand the "real grass roots" struggle that health educators bear. My response to that has always been, "It's not so important to be perfect in all that you do, however, it's crucial to head in the direction that will allow you to accomplish your goals." Whether it is what we attempt at NCHEC, or what we do as CHES, competencies and frameworks can help assure that we are on the correct path. We at NCHEC are doing all that we can to help remind you of where that path lies.

Mal Goldsmith, PhD, CHES
Chair, Board of Commissioners

A Message from the Executive Director

As we transition from winter to spring, we depart from a fruitful 2006 to enter a blossoming 2007. Although spring is a time to look ahead, we must not forget what still lingers behind.

As addressed in the last issue of the Bulletin, Immediate Past Chair Michael Adeyanju wrote an article regarding the possible credential being established by the National Board of Public Health Examiners (NBPHE). Today, I am pleased to report that I participated in a follow-up meeting with Bernard D. Goldstein, MD, chair of NBPHE on February 23. Dr. Goldstein is a professor of environmental and occupational health and former dean of the University of Pittsburgh's graduate school of public health. Please refer to the NCHEC News page of our Web site, www.nchec.org/news/news.htm, for continuing developments on this matter.

Now, as I mentioned before, spring is a time to look ahead, and that is why I am excited to announce that it is time for NCHEC's next "call for nominations" for positions on its four boards. The many functions of NCHEC are possible, because of the tremendous volunteer commitment by the board of directors and the three division boards. Consider nominating yourself or encouraging a peer to seize this opportunity. In addition to these elected board positions, we occasionally have volunteer opportunities for those eager to help in marketing and advancing the profession and credential. If you are interested in promoting CHES credentialing and are willing to volunteer your time and expertise, please contact the NCHEC office.

Linda Lysoby, MS, CHES
Executive Director, NCHEC
Where Do You Stand: Seven Areas of Responsibility Provide a Map

Today, being a health educator is rough. It seems less people understand what we do, but still observe the benefits in what we do.

More people are looking for quick solutions that produce immediate results - which typically fade as quickly as they come. In times like this, I've felt lost, not only within the profession, but with the direction I find myself heading. Sometimes I have a hard time knowing where I stand within our profession.

But I think this is what the initial founders of NCHEC were concerned about. I believe they knew that the profession of health education rested upon future generations, and that the passion and love for the profession would have to serve as its backbone. But to ensure we would not get lost, the Areas of Responsibility were developed as a map to guide us in the direction that we should be heading.

To stand as a health educator, we may do many things, but we must come home to the areas we committed to and prepared for. We committed to assessing problems before fixing them. We committed to a process of planning. We committed ourselves to the implementation of behavior-based programs - interventions that increase the likelihood of adherence to healthy behaviors. We committed ourselves to evaluating those programs, proving the difference we made was more than what we knew. We committed ourselves to coordinating and communicating our profession to others.

Finally, we are committed to serving as a resource in health education. These commitments are the responsibility of health educators. These Responsibilities will serve as a map when you wonder where you stand or forget the profession of which you are a part.

Making it Happen; Continuing Education Opportunities that Can Work for You

Continuing Education Contact Hours (CECH) can be earned through participation in experiences that assist in the development or enhancement of our knowledge and skills. These experiences must directly relate to the Areas of Responsibility.

Attendance at professional meetings is often what many of us think of when earning additional CECH. Attending or moderating educational sessions at conferences, seminars, lectures, workshops, symposia, teleconferences, or other professional meetings offered by designated providers, or other providers, is a great way to earn continuing education hours in a short period of time. But for many of us, the cost of traveling to regional and/or national conferences is a barrier.

Remember that with the release of the expanded opportunities in 2004, there are many other options to consider. Reading professional journals or completing an independent study offered by designated providers in one or more of the Areas of Responsibility is a cost-effective way to secure additional CECH.

Academic activities completed after becoming certified are also a good way to earn CECH. Successful completion of a health education course or field experience from an accredited college or university, such as an on-campus course, distant education or correspondence course, academic traineeship, internship, fieldwork, fellowship, preceptorship or study tour.

For additional information about these and other opportunities, check out the Continuing Education link on the Main Menu of our Web site, www.nchec.org.
Call for Candidates 2008

The National Commission for Health Education Credentialing, Inc. (NCHEC) is searching for individuals to fill voluntary positions on our Board of Commissioners and Division Boards. The term of these positions will begin January 1, 2008. NCHEC is seeking individuals for all boards from diverse practice settings; school, medical care, business/industry, academia and community. Elections will be held August 2007. Consider nominating yourself or encourage a peer to seize this opportunity!

Board of Commissioners (BOC): One At-Large Commissioner; five-year term. The BOC is comprised of 11 individuals who govern and are accountable for all NCHEC activities. More specifically, defining the mission, participating in strategic planning, approving the annual budget and monitoring financial statements, employing and evaluating the Executive Director, overseeing and evaluating the credentialing program, establishing policies related to coordination and communication among the three Division Boards, and advocating for credentialing. Significant experience in health education, interest or familiarity with the functioning of nonprofit boards, and knowledge and interest in health education credentialing is preferred.

Division Board for Professional Development (DBPD): Two Directors; five-year term and two-year term. The DBPD is comprised of seven individuals responsible for oversight of the recertification and annual renewal procedures. More specifically, recommending policies and procedures related to the designation of continuing education providers, recertification and the annual renewal of CHES; recommending fees for recertification, annual renewal and provider designation; and assuring that the processes are monitored and periodically evaluated. Interest or experience in the development or delivery of continuing education programs for health educators is preferred.

Division Board for Certification of Health Education Specialists (DBCHES): Two Directors; five-year terms. The DBCHES is comprised of seven individuals responsible for the credentialing examination. More specifically, assuring a periodic review and evaluation of certification and examination processes; recommending policies and procedures for administering the CHES examination; participating in item-writing workshops; and ensuring that NCHEC's competency testing meets acceptable standards. Interest or experience in item writing and exam construction is preferred.

Division Board for Professional Preparation and Practice (DBPPP): One Director; five-year term. The DBPPP is comprised of seven individuals responsible for promoting professional preparation. More specifically, working with colleges, universities and accrediting agencies to improve professional preparation programs and promote best practices in health education settings, and monitoring and updating the certification application and eligibility review process. Interest or experience with the credentialing process and with professional preparation is preferred.

Requirements for all positions include:

• Maintaining CHES certification
• Participating in monthly conference calls
• Attending a once a year face-to-face meeting (room and travel is reimbursed)
• Reviewing agendas, minutes and other information to stay informed
• Exercising independent judgment on decisions presented and maintaining confidentiality
• Advocating for credentialing
• Working on specific assignments/projects of the board

NCHEC Welcomes New CHES - Fall 2006

The following is a partial list of those who earned the distinct rank of Certified Health Education Specialist (CHES) in fall of 2006. NCHEC welcomes those to an elite class of 6,905 and counting!

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Pending on receipt of transcripts, not all individuals may be listed. Also, those who opted not to be published are excluded from this listing.

NCHEC Welcomes New CHES - Fall 2006

Samnang Po
Sara M. Pollock
Taemi Prapuolenis
Scott M. Pun
Kandi D. Qualls
Dameka Quimby-Dubuc
Nicholas A. Quinones
Lynne M. Radley
Rebecca L. Raisanen
Linda E. Redding
Laura L. Remick
Kimberly A. Rhodes
Kelly J. Richendollar
Tyler J. Roberts
Jill Robinson
Maudra M. Rogers
Jewelie M. Rombach
Kara W. Rosenkranz
Meaghan A. Roy
Christina Rumage
Amber N. Russell
Angela J. Russo
Meagan Rylander
Lindsay C. Sailor
Tracy L. Santanelli
Pablo K. Santos
Melissa A. Satyshur
Kristin Scharnick
Stephanie R. Schaefner
Katherine M. Schertzer
Trisha M. Schleicher
Amy B. Schmidt
Amy Shah
Leah D. Shaughnessy
Terry Sheldon-Brown
Rachana Sikkia
Sonja M. Silcott
Andrea Silva
Alicia Sinclair
John A. Skevington II
Brandy A. Smart
Cortney E. Smith
Mary K. Snow
Amanda A.
Spaulding
Raven A. Spurlin
Raghavendran Srinivasan
Leora M. St. Clair
Christian A.
Stainback
Michael J.
Staufacker
Megan P. Steffer
Lori J. Stegmier
Lori J. Stegmier
Natalie J. Steil
Natalie J. Steil
Harold A. Sterker Jr.
Edith M. Sternberg
Jennifer C. Stevenson
Stephen H. Stewart
Robert E. Stotz
L. Nan Stout
James A. Sreeter
Leah P.
Sultan-Khan
Joan S.
Tagle
Wong
Shauntelle S. Tatford
Albert J. Terrillon
Beatrice Thibodeau
Neeley A. Thomas
Mekkla T. Thompson
Tina J. Thompson
Darla L. Tibbs
Robert Toombs
Keliane Totten
Douglas Turgeon
Adriene Valenzuela
Michelle VanSlyke
Katherine Vatalaro Hill
Ariel P. vonOhlen
Rebecca J. Voris
Kim Yen T. Vu
Whitney A. Wall
Xiaolin Wang
Heather M. Ward
Shealese R. Washington
Jon A. Watkins Jr.
Amanda B. Wattenmaker
Starr S. Webb
Tanya I. Weigel
Karen A. Werner
Cathy D. Whaley
Jason W. Whaley
Kimberly Wharton
Brandolyn S. White
Trisha M. Wilkerson
Charlotte R. Williams
Jacintha B. Williams
Marjorie D. Williams
Amy S. Wilson
Herbert D. Wilson
Mary E. Wims
Meghan K. Winter
Benjamin T. Wise
Ann F. Wiseman
Kate L. Woodard
Lauren M. Workman
Judith J. Malachi
Ivan A. Zapata
Candice Zappia
Tracy M. Zeeger

Mal Goldsmith, PhD, MPH, CHES (Chair, At Large) 2004-2008
Carol Cox, PhD, CHES - (Vice Chair) Vice Coordinator, DBPPP 2006-2007
Rick Schulze, DEd, CHES (Treasurer, At Large) 2006-2010
Beverly Saxton Mahoney, MS, PhD, CHES - (Secretary) Coord., DBCHES 2007-2008
Mathew Adeyanju, PhD, MPH, CHES (Immediate Past Chair, At Large) 2003-2007

Executive Officers
Kelly Wilson, PhD, CHES - DBPPP 2007-2008
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Dixie L. Dennis, PhD, CHES (At Large) 2007-2009
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