

The CHES Bulletin

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Spring 2008

NCHEC Introduces Updated Logo

Written by: Amy Jennings, CHES, member of NCHEC Marketing Committee

NCHEC was established in 1988. Today, more than 7,500 health educators are active Certified Health Education Specialist credential holders and are making a difference in their worksites and communities. NCHEC wanted to mark the success and growth of the organization by giving the logo a more streamlined, professional look. As part of ongoing marketing strategies, this enhancement allows for increased recognition and helps individuals more easily identify the purpose of the organization.



Credentialing Excellence in Health Education

three rings represent the continuing evolution of the health education profession. Finally, a new slogan, Credentialing Excellence in Health Education, was added to further clarify the purpose of the organization for health education professionals and employers.

Watch as the new logo is phased into the NCHEC Web site, in newsletters, and in marketing materials in 2008.

The familiar "tree" representing the three major purposes of the Commission (certify, promote professional development, and enhance preparation) remains the foundation for the logo. The

public and profession of health education by certifying health education specialists, promoting professional development, and strengthening professional preparation and practice.

CALL FOR CANDIDATES

NCHEC is searching for individuals to fill voluntary positions on our Board of Commissioners and Division Boards. The term of these positions will begin on January 1, 2009. NCHEC seeks individuals from a diversity of practice settings on all boards: school, medical care, business/industry, academia and community. Elections will be held in August 2008. Consider nominating yourself or encourage a peer to take this opportunity.

Board of Commissioners (BOC): One At-Large Commissioner: 5-year term. The Board of Commissioners is comprised of 11 individuals who govern and are accountable for all NCHEC activities. More specifically, the BOC defines the mission, participates in strategic planning, approves the annual budget and monitors financial statements, employs and evaluates the Executive Director, oversees and evaluates the credentialing program, establishes policies related to coordination and communication among the three Division Boards, and advocates for credentialing. Significant experience in health education, interest or familiarity with the functioning of non-profit boards, and knowledge and interest in health education credentialing is preferred.

Division Board for Professional Development (DBPD): Two Directors: 5-year terms. The DBPD is comprised of 7 individuals responsible for oversight of the recertification and annual renewal procedures. More specifically, the DBPD recommends policies and procedures related to the designation of continuing education providers, recertification and the annual renewal of

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

Call For Candidates *continued*

CHES; recommends fees for recertification, annual renewal and provider designation; and assures 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: one 5-year term and one 4-year term. The DBCHEs is comprised of 7 individuals responsible for the credentialing examination. More specifically, the DBCHEs assures a periodic review and evaluation of certification and examination processes; recommends policies and procedures for administering the CHES examination; participates in item-writing workshops; and ensures 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): Two Directors: 5-year terms. The DBPPP is comprised of 7 individuals responsible for promoting professional preparation. More specifically, the DBPPP works with colleges, universities and accrediting agencies to improve professional preparation programs and promote best practices in health education settings; and, monitors and updates 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 & travel is reimbursed) – typically this meeting spans a weekend
- Reading 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

If you are interested in becoming a candidate, please contact NCHEC at: 888-624-3248 or nchec@nchec.org, or visit the Web site at www.nchec.org.

Nomination deadline is June 30, 2008.

Conference Schedule

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

Organization	Details	Dates	Location
National Wellness Institute 33rd Annual National Wellness Conference	www.nationalwellness.org	July 12-17 2008	Stevens Point Wisconsin
Society for Public Health (SOPHE) Annual Meeting	www.sophe.org	October 23-25 2008	San Diego California
American Public Health Association (APHA) Annual Meeting	www.apha.org	October 25-29 2008	San Diego California
American School Health Association (ASHA)	www.ashaweb.org	November 11-15 2008	Tampa Florida



2007 AMERICAN PUBLIC HEALTH ASSOCIATION (APHA) ANNUAL CONFERENCE

Pictured above from left to right are: Tanya Thomas, Exam Coordinator; Linda Lysoby, Executive Director; and NCHEC Commissioners, Dixie Dennis, Matthew Adeyanju, and Eric Buhi at the NCHEC booth at the American Public Health Association (APHA) annual conference in Washington, DC in November 2007.

Next Exam Dates

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

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

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

Occupational Outlook Favorable For Health Educators

Board of Commissioner's Chairperson Update

A report from: Mal Goldsmith, PhD, CHES
Chair, Board of Commissioners



As a program director for a professional preparation program in health education, I am often asked by both prospective students and administrators about job demand for health educators. Students, of course, are interested in selecting a major in which they can find employment, and administrators want to support programs that have growth potential. For many years, it has been difficult to give definitive answers to their inquiries. Some years demand was excellent and other years

demand was not as good. In truth, our profession lacked meaningful statistics because we were not an officially tracked profession within the Bureau of Labor Statistics. Now all of that has changed as health education is officially in the database.

A publication in the Summer 2007 Occupational Outlook Quarterly (Teixeira, C. 2007), Health Educators: Working for Wellness featured an overview of the profession of health education. It highlighted the work of health educators, their responsibilities, work environments, earnings, employment opportunities, job demand and training. More importantly it also discussed the significance of certification and the preference that some states and employers have for CHES. The significance of this article cannot be underestimated. First, it represents an unbiased opinion on our profession; it is not health educators talking about themselves. Second, it provides needed data on job demand. Finally, it situates health educators

among other health professionals as an identified and valuable professional. All of these bode well for our future growth and impact.

The most significant part of Colleen Teixeira's article centers around employment, earnings and job outlook. Specific facts referenced in the article and drawn from Bureau of Labor Statistics include the following:

- ❖ "Health educators held 57,900 jobs in May 2006." pp. 34
- ❖ "Median annual wages of health educators were \$41,330 in May 2006." pp. 34
- ❖ "BLS projects employment of health educators to grow faster than the average for all occupations through 2014." pp. 34
- ❖ "People seeking work in this field should have favorable job prospects." pp. 34

Source: Teixeira, C. (2007). Health educators: Working for wellness. Occupational Outlook Quarterly, Summer, 30-36.

Regardless of the positive points in the article, the author did point out that our occupation still employs relatively "few people." The challenge to all of us in our profession is to recognize that the more we help our profession grow, the more credibility and strength we will have. Each of you as CHES can share this data, talk up our profession and certification and educate others on why a health educator would be an asset to the workforce. Here at NCHEC we will continue to market our profession and do our best to promote the value of your credential and the opportunities it can create.



Board Service

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

Congratulations to the following Board of Commissioners and Division Board Directors: William Chen, Marcia Ditmyer, Ryan Diduk, C. Suzette McClellan, Alyce Stewart, Stephanie Mathews and Carla Gilbreath who began service in 2008. We would also like to thank Carol Cox, Michael Stauffer and Eric Buhi on the Board of Commissioners and Andrea James, Amos Aduroja and Eleanor Dixon-Terry on NCHEC's Division Boards as they completed their terms of service in 2007. We also would like to recognize the dedicated service of Mal Goldsmith as he starts his second term as Chair of the Board of Commissioners. Mal's steadfast leadership has significantly contributed to NCHEC's stable position. A sincere thank you to those leaving the board this year and a hearty welcome to those newly elected. The many functions of the National Commission for Health Education Credentialing are possible because of a tremendous amount of volunteer commitment by board members. We look forward to another rewarding and challenging year for NCHEC.



Randall R. Cottrell, DEd, CHES
Co-Chair



Ellen Capwell, PhD, CHES
Member

A report from:

Randall R. Cottrell, Co-Chair and Ellen Capwell, Member of the National Implementation Task Force for Accreditation in Health Education

The following report represents a short history and charge of the National Implementation Task Force for Accreditation in the Health Education field which was convened by AAHE and SOPHE. Much like certification of individuals, accreditation is a quality assurance mechanism in professional preparation programs. This report is being distributed in multiple venues to reach the maximum possible number of health educators and is presented here to inform Certified Health Education Specialists of progress in program accreditation.

NCHEC is pleased to have representation on the task force and have the opportunity to have input on the processes to continue to prepare the field for accreditation as a quality assurance mechanism for the profession.

As members of the National Implementation Task Force for Accreditation in Health Education, we would like to take this opportunity to update you on our work and the process of establishing an articulated accreditation system for health education professional preparation programs that reflect the areas of responsibility for health education professionals. To begin, let us provide a historical perspective. We are now the third task force to work on the issue of academic program accreditation. The initial National Task Force on Accreditation in Health Education, chaired by Collins Airhihenbuwa and John Allegrante, met from 2001-2004. After exhaustive process, the Task Force drew a variety of conclusions and provided a series of recommendations to the profession. These conclusions and recommendations have been published in professional literature (Allegrante et.al., 2004).

The second task force was titled the National Transition Task Force on Accreditation in Health Education. It was chaired by Kathleen Roe and David Birch. Their mission was to transition from the initial study phase to the implementation phase. This group continued to collect data and interacted with various groups with vested interests in accreditation. They met from 2004-2006 and their work culminated in the Third National Congress for Institutions Preparing Health Educators in Dallas, February 2006.

Late in 2006, the third task force titled the National Implementation Task Force for Accreditation in Health Education was formed under the leadership of Randall Cottrell and Kathleen Roe. In September 2007, the entire Task Force met in Reston, Virginia for a two-day meeting to plan future directions. During the meeting reports were provided by several important groups to the accreditation process including the National Council for Accreditation in Teacher Education (NCATE), the National Commission for Health Education Credentialing (NCHEC), the SOPHE AAHE Baccalaureate Program Approval Committee (SABPAC) and the Council on Education for Public Health (CEPH). These reports helped to frame the future work of the National Implementation Task Force for Accreditation in Health Education and a summary of each report follows.

NCATE, which accredits teacher education programs in health education, is expected to continue working with AAHE as the lead health education agency for school health education program accreditation. Sheila Patterson, serving as the AAHE/AAHPERD Representative to NCATE reported that AAHE is currently updating the teacher preparation standards for health education

and will soon have a draft of the new standards available for review. AAHE will set up a Web site to provide opportunity for feedback. Health Education professionals are encouraged to review and comment on the new standards before they are accepted and implemented. Since they already have policies and procedures in place to accredit undergraduate teacher preparation programs, they offered assistance to the committee as we move toward accreditation of undergraduate community/public health education programs.

NCHEC recently released the 5th Edition of *The Health Education Specialist: A Study Guide for Professional Competence*, which reflects changes presented in the *Competency-Based Framework for Health Educators – 2006*. The first exam structured around the revised competencies occurred in October 2007. In response to recommendations from the initial National Task Force on Accreditation in Health Education, the NCHEC Board of Commissioners voted in April 2007, to proceed with an advanced credential. NCHEC is in the process of determining how best to move forward with an advanced level of certification for health education professionals. In response to the initial Task Force's recommendation to require graduation from an accredited program to be eligible to sit for the CHES exam, the NCHEC Board of Commissioners agreed in principle. However, there would need to be a critical mass of accredited/approved preparation programs actively preparing health educators before this recommendation could be enacted. Even then such a requirement would likely be phased in over time, thus allowing all programs a reasonable opportunity to obtain accreditation. Linda Lysoby, Executive Director of

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NCHEC, reiterated their support for the work of the Accreditation Task Force.

Laura Rasar King, Executive Director of CEPH, provided information on the history and organization of CEPH, and future directions of this accrediting body. CEPH has already received approval from the US Department of Education to expand its scope of review and accreditation to cover undergraduate programs which are affiliated with graduate public health programs, and has already granted accreditation to the University of Wisconsin, LaCrosse, which offers both a MPH degree and an undergraduate degree. While the CEPH Board indicated interest in moving forward to support the accreditation of non-MPH affiliated undergraduate community health education programs, new criteria would first need to be developed and reviewed with its constituents and approved by the CEPH Board. Appropriate infrastructure, policies and procedures would also need to be developed and adopted to support this decision before it could be implemented. No specific timeline could be provided for when this might happen, but it will probably not be until sometime after 2010.

In the absence of accreditation for undergraduate community health education programs, the Accreditation Implementation Task Force is fully supporting the SABPAC approval process for all non-accredited

health education programs. Ellen Capwell and Jim McKenzie co-chair the SOPHE-AAHE Baccalaureate Program Approval Committee (SABPAC). They are working to streamline and improve the approval process, and to encourage preparation programs to seek SABPAC approval as a form of quality assurance. There are now revised guidelines for program approval that are more closely in line with what may be needed for future accreditation than were the previous SABPAC guidelines (*SABPAC Manual: Criteria, Process, & Procedures for Quality Assurance in Community Health Education 2007*). Obtaining SABPAC approval will help programs collect, analyze and store the type of information that will most likely be needed when accreditation is available. It is expected that SABPAC approved programs will be in the best position to obtain CEPH accreditation when CEPH's guidelines include eligibility for stand-alone undergrad-

uate health education programs, because they will be experienced in completing program analysis and in developing student outcome assessment systems.

Based on this charge, the Task Force is currently busy developing manuscripts, presentations, web-pages, webinars, and promotional materials that can be used to help the profession understand, accept and prepare for the future accreditation process. It is the intent of the task force to provide education, support, and training to help health education programs prepare for accreditation and to support as much consistency as possible across all health education accreditation activities. We also plan to work closely with CEPH to help develop the criteria, policies and procedures that will be used in the accreditation process. We welcome your comments and input.

The Accreditation Implementation Task Force has accepted the following charge for its continued work:

“Based on the recommendations of the initial Accreditation and Transition Task Forces and informed by the Third National Profession Wide Congress in Dallas, 2006, the charge of the National Implementation Task Force for Accreditation in Health Education is to help shape the processes and to continue to prepare the field for accreditation as a quality assurance mechanism for the profession.”

References

Allegrante, J.P., Airhihenbuwa, C.O., Auld, M.E., Birch, D.A., Roe, K.M., & Smith, B.J. (2004). Toward a unified system of accreditation for professional preparation in health education: Final report of the National Task Force on Accreditation in Health Education. American Journal of Health Education, 35, (6), 347-358.

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

CALL FOR NOMINATIONS

The National Commission for Health Education Credentialing, Inc. is pleased to announce the first “CHES Advancing the Profession” column in the CHES Bulletin. The goal of this column is to promote the value of the CHES credential. There are many CHES professionals who do an outstanding job of advancing the credential and the health education profession. We want to recognize them for their continued commitment to the profession. If you would like to nominate someone, review the criteria below and follow the instructions for submitting nominations.

Nomination Criteria

- ❖ The nominee must be a current CHES
- ❖ The nominee must actively demonstrate at least one of the four competencies in Responsibility VII: Communicate and Advocate for Health and Health Education
 - ◆ Competency A: Analyze and respond to current and future needs in health education
 - ◆ Competency B: Apply a variety of communication methods and techniques

- ◆ Competency C: Promote the health education profession individually and collectively
- ◆ Competency D: Influence health policy to promote health
- ❖ The nomination must include specific examples of how the nominee advances the CHES credential and promotes the health education profession, examples include: innovative work in the profession, continuing education, increasing the number of

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NCHEC Welcomes New CHES - Fall 2007

The following is a partial list of those who earned the distinct title of Certified Health Education Specialist (CHES) in the October 2007 examination. NCHEC welcomes them to a class of more than 7500 active CHES. Those who opted not to be published are excluded from this listing.

Gayla Albrecht	Chia-Ching Chen	Kari Gilliland	Rebecca Jackson	Victoria Luyster
Audra Allen	DeAundré Cherry	Misty Glenn	Shameka Jackson	Yonhee Lyeo
Beatriz Amador	Donald Civils	Lacey Glover	Pamela James	Judith Mairs
Brenna Anderson	Jamie Clapp	Elaine Goldstein	Kathryn Janousek	Esther Maki
Erica Anderson	Donna Cobb	Kristian Gordon	Jenny Janz	Gyasi Mann
Laurie Anderson	Lorraine Colacion Olson	Patricia Gorie-Anderson	Suzie Jean-Louis	Deborah Marley
Michele Appel	Shalonda Coleman	Brianna Gorka	Katie Jessup	Janet Maroma
Sean Arayasirikul	Mary K. Collins	Sheriedan Grannan	Qian Ji	Jesus Marquez
Tanya Arends	Llubia Corella	Darlene Gray-Scott	Gladys Jimenez	Shannon Marshall
Dawn Arlotta	Kenja Correa-Nivar	CaSonya Green	Kathleen Joaquim	Lisa Martin
Kathryn Armentrout	Matilda Cruz	Kellie Grubbs	Jennifer Johns	Ana Massey
Mary Arnold	Megan Cuoco	Elyse Gruttadauria	Christianne Johnson	Marissa Matarazzo
Alexandra Baker	Katharine Daniel	Jessica Guadagnino	Deanna Johnson	April McCoy
Yolanda Banuelos	Anna Dearmont	Sara Gustavesen	Valerie Johnson	Aprille Mccoy
Ashley Barbee	Sara Deeter	Anne Guthrie	Regine Joly	Gloria McLaughlin
Jessey Bargmann-Losche	Gail DeKovessey	Anny Guthrie	Geri Jones	Kiwanda McLemore
Kenyette Barnes-Harper	Corey Dell	Anna Guymon	Melissa Jones	Shawnte McMillan
Brianne Baron	Carrie Denniston	Diana Haberkorn	Yvonne Jordan	Deby McNally
Rita Baron-Faust	Tanya Denton	Erika Hailey	Branden Joy	Elsy Mecklembourg-Guibert
Jessica Beall	Emily Desnouee	Anna Hanthorn	Elizabeth Kalicak	Ashley Meissner
F. Benjamin Beatty	Natasha Dial	Canyon Hardesty	Robin Keeble	Marco Meneses
Xyomara Beltran	Kyle Dietz	Nicole Harmon	Jessica Kelley	Megan Meyer
Cathy Benjamin	Elma-Lorraine Diggs	Alexandria Hart-Smith	Megan Kessler	Mara Michniewicz
Nicole Betschman	Brianna Dillaman	Nicole Harvey	Susan Kessler	Cassandra Miller
Rachel Bivens	Amy Doughtie	Michelle Hathaway	Angela Kime	Devin Miller
Erin Black	Coutney Dowell	Jessica Hawkins	Evelyn King	James Miner
Todd Bloom	Nichole Durbin	Jessica Hawkins	Shawnese King-Robinson	Kristen Mittleman
Marie Boman	Janet Dyroff	Wendy Heaps	Darcy Kinney	Krissy Moehling
Michele Bonant	Chelsea Easterwood	Jessica Heinze	Joy Knight	Sakawdin Mohamed
Mark Bowser	Rebecca Eastin	Jenna Hellmann	Michele Knoll	Sheri Mommerency
Adam Bramwell	Ilia Echevarria	Merrill Hemming	Ryan Kroeger	Paola Montes
Jennifer Brindle	Sarah Eddleman	Tanya Henriques	Desiree Krueger	Heather Moore
Kelly Brown	Stephanie Edlefsen	Dahlia Henry	Laura Kubin	Brittany Morgan
Phoneshia Brown	Joann Fang	Lindsay Herbert	Kari Kuka	Nathan Morse
Stacey Brown	Ryan Farwell	April Hermstad	Rachel Kuliani	Holly Moses
Felicia Browne	Arlin Fernandez	Kristine Herron	Celestine Kuntz	Michelle Mullen
Catherine Brunner Palzer	Jessica Fitterling	Rachael Hesch	Bianca La Chauz	Elizabeth Mumm
Brooke Burkett	Mollie Flint	David Hey	Ashling LaMarque	Karen Mutters
Shaunna Buteyn	Erin Focks	Corynna Hines	Stacy Lang	Kari Nash
Angie Byrne	Jessica Foote	Rachael Holmbo	Briana Larson	Joseph Ndifor
Bernadine Cadogan	Nicole Ford	Laura Anne Hook	Lily Le	Adrienne Neff
Chad Callais	Suzanne Forkner	Sarah Hooker	Marjorie Lehigh	Carmen Negron
Katora Campbell	Ashley Foster	Natalie Hoover	Monica Leon-Lopez	Julie Nelson
Amber Carreon	Kara Foster	Elizabeth Hopkins	Megan Lesina	Michelle Nunez
Colleen Carroll	Eboni Franklin	Kristin Hopkins	Mirie Levy	Cynthia Nunnally
Yaquisha Carter	Leslie Gabay-Swanston	Stephanie Horace	Korina Lewis	Thomas O'Brien
Robyn Caruso	Kristin Gallagher	Timothy Howley	Shawna Livingston	Nadine Ohlinger
Ramona Cash	Sonia Garcia	Susan Huser	Heather Lodari	Lindsay Oliver
Lea Caufield	Jerome Garner	Christel Hyden	Amanda Lopez	Kathrine Ollie
Giuseppin Cefalo	KImberly Gatherum	NWamaka Ikefuna	Melissa Love-Ghaffari	Alicia Oostdyk
Cheryl Cervantes	Sara Germann	Ifeoma Inneh	Christina Lowe	Stephanie Orstad
Pooi-Kei Chan	Grace Ghansah	Florentius Iweze	Jamie Luedtke	Karla Ortiz
Kristi Cheek	Nicole Gholar-Harris	Meredith Jackson	Armine Lulejian	Tara Osseck

NCHEC Welcomes New CHES - Fall 2007 (continued)

Amy Ozier
Nickee Palacios
Melissa Palmer
Laurie Parlin
Joyce Parsons
Nisha Patel
Amy Patrick
Brian Pedersen
Stephanie Phillips
Zoe Pizarro Suarez
Dena Pope
Calandra Portalatin
Carla Potter
Robin Priggemeier
Charlyn Primous
Carolyn Quin
Stacey Rapp
Jennifer Rasmussen
Alyce Rauchenstein
Ashley Reeder
Regina Renfroe
Holly Richards
Laryssa Richmond
Debra Rios
Stasha-Gae Roberts

Jacqueline Roche
Emily Rolsten
Alecia Rose
Rebecca Rothbard
Nasseem Rouhani
Aimee Rowe
Lawrence Rudesyle
Annmarie Ruiz
Jolynn Ryan
Daniela Salas
Kristin Salter
Courtney Samuel
Latoya Sanders
Andrew Scherwinski
Susan Scholl
Rebecca Schrier
Lauren Schuitema
Jennifer Scofield
Casey Scott
LaLeche' Seay
Michael Sells
Jacqueline Sharpe
Kelley Shell
Amy Silva
Hazel Simmons

Judy Simon
Lucie Slapnicka
Bradford Slease
Amy Sober
Isabel Soto
Laura Steele
April Stewart
Ashley Stewart
Cathy Stewart
Shannon Stewart
Monica Stinson
Devyne Strand
Robyn Stuewe
Michele Sutton
Stacie Swinehart
Victoria Swink
Amanda Talamo
Yombo Tankoano
Jodi Tate
Leonce Thierry
Kathy Thomas
Melissa Thomas
Lorri Tibbetts
Kelley Tobey
Shanita Tolbert

Melinda Tong
Barbara Tornatore
Linh Tran
Ashanti Van Kline
Kathleen Vargas
Mattina Varnadore
Brian Vaughn
AnnMarie Vergara
Sally Vickers
Rebecca Vidourek
Sandra Villalaz-Dickson
Louise Villejo
Donald Wagner
Lynn Waishwell
Susan Waite
Heather Walker
Robert Walker
Ann Walsh
Maryann Walsh
Joyce Walter
William Washington
Harriet Watkins
Karen Webb
David Weigle
Matthew Weinburke

Lisa Welnicke
Eric West
Amy Whatley
Christopher White
Katie Whitehurst
Laurie Whorton
Dorothy Wiemers
Robyn Wiesel
Brandis Wilborn
Sharon Wilburn
Davondra Williams
John Williams
Kelly Williams
Lorraine Williams
Michelle Williams
Kristy Williamson
Sharon Williamson
Davonna Willis
Shanel Winfield
Yvette Wing
Helena Wolfe
Nestoria Wright
Sharlene Yearwood
Gloria Yugel



Karen Helikson, MS, CHES

Karen Helikson: High Scorer on the April 2007 Exam

Karen Helikson has been the HIV Prevention Coordinator with the Marion County Health Department in Salem, Oregon since July 2001. In this position she plans, implements, coordinates, monitors and evaluates HIV Prevention Program Activities, including HIV Counseling and Testing Services and

outreach activities to population groups at high risk for HIV in Marion County. Prior to this position she was the Immunization Action Plan Coordinator with the Marion County Health Department. She also had a total of 20 years experience in community development activities in Cuzco, Peru and as a Peace Corps Volunteer/Public Health Worker in Paraguay.

Karen earned both a BS in Psychology and Biology and an MS in Health Education from the University of Oregon. She is a life member of Eta Sigma Gamma and a member of the Oregon Public Health Association. She is bi-lingual English/Spanish. She enjoys living in Oregon where she participates in many outdoor activities.

"I chose to become a CHES to update my knowledge and skills in Health Education since it had been a while since I graduated. Also, the majority of my career has been spent working in community development in Latin America. Health and health education components are involved in community development and it in turn can have a direct impact on the health of the community. My previous and current positions have been wonderful opportunities in which to learn, develop, and put into practice almost all of the skills involved in the Areas of Responsibility of health educators that are the basis of the CHES credential."

— Karen Helikson



James Miner, MPH, CHES

James Brett Miner: High Scorer on the October 2007 Exam

James Brett Miner has worked in health promotion and health policy for the past four years. Since the summer of 2006 he has worked at the Centers for Disease Control and Prevention in Atlanta. Currently, he works as a Contractor at CDC's Division for Heart Disease and Stroke Prevention. Prior

public health experience includes working for the Florida Prevention Research Center on an occupational safety project for migrant farmworkers, participating in syphilis and HIV/AIDS

prevention studies, and interning with the Hillsborough and Collier County Health Departments on chronic disease prevention programs. He has also been involved in HIV/AIDS advocacy and has an interest in global health promotion. He earned a Master of Public Health in Health Education degree from the University of South Florida and a Master of Arts in International Affairs from the George Washington University. Before beginning his career in public health, he taught English at a university in Mexico.

"Taking the CHES was a way of accrediting my background in health education, and also provides me with some credibility in that area now that I work more in the policy arena."

— James Miner

Rural-Based CHES Value Washington State Resource Center Trainings

Written by:

Audrey E. Shively, MSHSE, CHES
Director, NCHCEC Division Board
for Professional Development

The Washington State Tobacco Prevention Resource Center provides a valuable service to CHES who work in rural settings. Its sponsored trainings attract a core group of 40 Certified Health Education Specialists and supply as many as 500 credit hours annually. The Resource Center has found that CHES and other healthcare professionals appreciate the high quality training they receive in their own backyards. It was created in 2004 by the Washington State Department of Health with funds from the Master Settlement payment. It hosts fifty trainings annually throughout the state for more than 200 health educators, community members, and other healthcare professionals.

Based on the results of regional needs assessments, the Resource Center offers training in cultural competency, motivational interviewing, poverty, social marketing, and much more. "Less than 20% of our trainings are about tobacco prevention," says Deb Drandoff, Manager of the Tobacco Prevention Resource Center in Vancouver,

Washington, but 85% of our trainings offer CHES credits. We were encouraged by Washington Department of Health to offer CHES credits, and our attendees have been very grateful as they sometimes struggle to find credit in less urban settings." These trainings include annual meetings, regional workshops, and community forums.

In regard to tobacco prevention, the Center offers the American Lung Association's Freedom From Smoking Curriculum Training, its annual Tobacco Prevention Conference, and workshops on spit tobacco, nicotine dependence, substance abuse and mental health, as well as how to establish smoke-free policies. Regardless of the topic, the best part about this training is that it is all free. The Center is entirely funded by the Department of Health with the goal of offering free professional development opportunities for healthcare professionals.

"Because our topics are so broad," says Deb Drandoff, "they reach a broader audience than just those interested in tobacco prevention. Our skill building workshops are popular to a variety of healthcare audiences and the community as a whole." As an example, the Center partners with a local health educator to plan trainings for the community leaders in her area.

In addition to live trainings, the Resource Center maintains a Web site with their own resources, and an extensive list of other healthcare professional tobacco prevention programs and services. "We have 20-25 trainings on our Web site," said Drandoff. It also posts all of its trainings on the NCHCEC Web site and receives quite a few calls from health educators in other states who want to attend the trainings or coordinate one of their own.

Deb Drandoff's professional background is in prevention and treatment and she has a real passion for professional development training. "While there are not a lot of CHES in Washington State," Drandoff notes, "our trainings are of such value to those who are working here, it is definitely worth maintaining our multiple event provider status with NCHCEC."

To learn more about the Washington State Tobacco Prevention Resource Center, please visit www.tobaccoprc.org. Also read about the success rate of the overall tobacco prevention program by viewing this recently published article on the CDC Web site, http://www.cdc.gov/pcd/issues/2007/jul/06_0109.htm

CDC's Office of Workforce and Career Development Is Pleased to Offer CHES Credit

Written by:

Audrey E. Shively, MSHSE, CHES
Director, NCHCEC Division Board
for Professional Development

While we health educators know the seven Areas of Responsibility of a Health Educator form the basis for our profession, we don't always see others using them as standards for professional development. However, that is exactly what the Centers for Disease Control and Prevention Office of Workforce and Career Development does. The Training Services Division began in 1990 and has been an

NCHCEC designated provider for the last seven years. It is one of six accreditations they hold for a variety of healthcare professionals, including physicians, nurses, and pharmacists.

"The Areas of Responsibility serve as the standard for developing our programs" says Valerie Curry, RN, MS, CIC, who serves as the Lead of the Continuing Education Accreditation and Learner Support Team at CDC. "They are skill-based with strong educational design that allows us to keep our activities in line with other offerings." In 2007, this office offered 232 CHES

approved activities for 2548 CHES participants. These online courses are free and include webcasts, podcasts, satellite conferences, and workshops, all available on their Web site (<http://www.cdc.gov/phtn>). Through online course registration, participants can complete the courses and immediately print their continuing education certificate; the site also maintains a transcript of all courses taken.

Curry says the purpose of her office is to provide "timely and accurate information for the Public Health workforce. All of our

continued next page

CDC's Office of Workforce and Career Development *continued*

trainings have well-founded educational objectives that meet the need of health educators; they are instructionally sound and planned with a health educator serving on either the planning committee or the health educator we are fortunate to have on staff."

Activities are developed from suggestions of CDC staff based on needs assessments, newly published guidelines, or identified professional practice gaps. These individu-

als must identify the need for the activity, determine the most appropriate media for the activity, and then design it. Once the activity is accredited it is posted to the training Web site.

To view the catalog of courses visit <http://www.cdc.gov/PHTN/catalog.asp>. Each course listed has continuing education information, including CHES continuing education contact hours. To register for

courses go to <http://www.cdc.gov/TCEOnline>. Curry is delighted to offer CHES continuing education contact hours (CECH) for CDC professional development activities. "We do our best to outreach to all CHES; we list our courses on the NCHEC Web site as well as our own." She hopes more CHES will take advantage of this great opportunity to maintain their certification and improve their skills as health educators.

Continuing Education Contact Hours: Professional Presentations

Written by:

Michael Stauffer, MA, CHES
Director, NCHEC Division Board for Professional Development

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 and the individual's professional occupation.

One way to earn CECH is to give presentation(s) on topic(s) related to one or more of the Areas of Responsibility for health educators that are delivered to professional audiences in person, electronically, or in video or audio format. Examples of 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.

Another way to earn CECH is by authoring an original research or practice-based project display or poster presented at a professional meeting. In order to qualify for CECH, the poster session must include formal learning objectives.

For more detailed information on these and other continuing education opportunities, visit the "Continuing Education" link on our Web site.

Annual Top Ten List Of CHES Candidate-Producing Professional Preparation Programs

A few years ago, the National Commission for Health Education Credentialing, NCHEC, developed a strategic plan to guide the operation of the commission. This plan consists of three focus areas, namely:

1. Enhance the value and worth of CHES
2. Strengthen and support the NCHEC infrastructure
3. Support credentialing activities

The Division Board for Professional Preparation and Practice (DBPPP) is one of the three boards under the Board of Commissioners that govern NCHEC. This board is charged with the mission to promote the development and maintenance of high standards of professional preparation of health education specialists. In accordance with the fulfillment of this mission, the DBPPP has been given the responsibility, under the strategic plan, to promote univer-

sities to encourage students to take the CHES examination. In partial fulfillment of this responsibility, the DBPPP has developed the publishing of the top 10 universities for producing candidates for the CHES examination. This list is designed to highlight the positive work of universities who are motivating their students to support the credentialing process.

For the calendar year 2007, the DBPPP is pleased to announce the top 10 schools with the most candidates for the CHES examination. Below is the list, arranged in alphabetical order. On behalf of NCHEC, we congratulate these universities and their programs for their dedication to promoting the importance of certification in their professional preparation program. The profession needs this type of passionate dedication to professional development and the credentialing process. If you have the opportunity to interact with students in professional

preparation programs, encourage them to take the CHES exam. We hope to see your school "on the list" soon.

2007 CHES Examination Schools with Most Students or Graduates (List of Schools)

1. California State University, Long Beach
2. Clemson University
3. Columbia University
4. Emory University
5. Loma Linda University
6. New Mexico State University
7. Southern Connecticut State University
8. Truman State University
9. University of Florida, Gainesville
10. University of North Carolina, Greensboro

Again, congratulations. Thanks for contributing to professional preparation of certified health educators!

A Distinguished CHES –

An Interview with BethAnn Cameron, MS, CHES

Written by: Imani N. Rutledge



Ms. BethAnn Cameron has been the health educator in the Directorate of Health Promotion and Wellness at the United States Army Center for Health Promotion and Preventive Medicine for the past 12 years. She earned her Bachelor of Science in Life Sciences with a concentration in pre-medicine from Philadelphia University and earned a Master's in Community Health Education from West Virginia University. Ms. Cameron also achieved

a General Administration graduate certificate from Central Michigan University in December 2007 and is currently pursuing a Master's in Health Services Administration. She is, in every sense of the word, a lifelong learner committed to excellence in health education, representing the gold standard of high-achieving CHES professionals. Ms. Cameron demonstrates her health education expertise in multiple ways; through the development of and collaboration on the health promotion fact sheets, health posters and other educational media, translating medical terminology into practical, understandable information for our troops, and as a conference coordinator of the Armed Forces Health Protection Conference track entitled "Health Promotion for Readiness."

Her current position did not require CHES certification, but Ms. Cameron decided to become credentialed as a Certified Health Education Specialist for the plethora of opportunities that she would be exposed to. As she says, "I felt I needed to have a standard for Health Education so that I would not be misinformed, and I would remain current within the field while enhancing my skills."

Being CHES certified comes with the responsibility of following appropriate guidelines and providing current and accurate information to the public. This responsibility has provided Ms. Cameron with access to new and developing information in the

This Certified Health Education Specialist is being recognized by NCHCEC's Division Board for Professional Development for her commitment to continuing education. She has far exceeded the 75 requirement for Continuing Education Contact Hours (CECH)

field of Health Education. Certification also has enabled Ms. Cameron to be recognized as a Certified Health Education Specialist, providing her with many job opportunities and educational experiences. Her increased knowledge in the field has become a promotional tool to inform others in the Health Education field and encourage them to also pursue CHES certification.

Ms. Cameron reports that the CHES certification has helped her achievements in her current position working for the United States Army. She has been provided with the opportunity to coordinate training within the US Army and teach others how to develop health promotion programs. Ms. Cameron also has helped to develop health education materials, evaluation tools, and videos for soldiers, and has assisted in training them to improve their health habits.

Ms. Cameron acknowledges that CHES certification greatly improves an individual's capacity for networking and exposure to cutting edge information in the field of Health Education. She encourages those who are pursuing a career in the field to take advantage of the opportunity to become certified. Her advice is that "certification is worth the effort if you plan to stay in the field because many jobs are now requiring CHES certification and it is beneficial to be at your best. Also, you should look for opportunities that are not necessarily within your area, and expand your horizon to gain exposure to different fields, because they can contribute to your career as a health education professional."

Advancing the Profession *continued from page 5*

exam participants, professional development, promoting the credential to employers, advocacy work, etc.

Requirements

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

Note: This paragraph will be included in the CHES Bulletin and on the Web site.

Review Process

All nominations will be reviewed by Directors from the Division Board for Professional Preparation and Practice. Each applicant will be rated based on the nomination criteria.

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

How to Submit Nominations

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

Questions

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

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

THE CHES EXAMINATION: Standards & Statistical Information

Written by:

Dixie L. Dennis, Ph.D., CHES, Vice Chair,
Board of Commissioners and
Beverly Saxton Mahoney, PhD, CHES,
Coordinator, Division Board for Certification
of Health Education Specialists

Whether you have been a Certified Health Education Specialist (CHES) for many years or recently certified, you may wonder what goes on behind the scenes regarding the CHES examination offered by the National Commission for Health Education Credentialing, Inc. (NCHEC). The NCHEC board specifically involved in the development and maintenance of the CHES exam is the Division Board for Certification of Health Education Specialists (DBCHEs).

DBCHEs

The seven directors of this board are elected by health educators who hold the CHES certification. These directors, who serve as volunteers, engage in monthly conference calls and meet at least once a year face-to-face for the purpose of writing new exam items or constructing a new exam. Sometimes directors meet to re-rubric existing exam items when, for example, through the Competency Update Project (CUP), evidence is found to substantiate changes, deletions, or additions to any Area of Responsibility, Competency, or Sub-competency (See CHES EXAM STANDARDS below.) The responsibility for implementing, evaluating, scoring, and reporting exam results is shared between DBCHEs and the Professional Examination Service (PES). PES assesses content validity of exam items, directs standard setting activities, and makes recommendations to NCHEC regarding the entire exam process. One main objective of the CHES examination program is to assess candidates' knowledge and skills in areas that have been verified by a job practice analysis as essential for professional practice as an entry-level Certified Health Education Specialist. Reviewers classify each exam item into an item bank according to the specific Area of Responsibility, Competency, and/or Sub-competency to which it is most directly related. After this initial classification, items undergo several further levels of review.

CHES EXAM STANDARDS

The CHES exam was updated in 2007 to align it with the findings of the CUP, a six-year (1998-2004) multi-phased national study of a representative sample of 4,030 self-identified health educators. As per CUP, 163 validated Sub-competencies are aligned with 35 Competencies and 7 Areas of Responsibility. The new exam items, which were included in the October 2007 exam, were written to address the revised Areas of Responsibility, Competencies, and Sub-competencies. Each exam item underwent several levels of review before and after the exam was administered. First, all new exam items were evaluated by a PES psychometrician and editor to ensure conformity with accepted principles of exam construction and established rules of grammar and style. Next, PES and DBCHEs reviewed the content, psychometric properties, and grammar. Only then was the exam form finalized. After administration of a new form of an exam, PES and DBCHEs finalized the response key. Item statistics were examined, and questionable items were flagged by PES and reviewed by content experts for possible further action. The pass rate of the first revised exam based on CUP were in line with the previous cycle: 75.2% for April 2007 and 77.9% for October 2007.

2007 EXAM STATISTICAL INFORMATION

Statistical Information	April 2007 Examination	October 2007 Examination
Number of Items	150	150
Pass Point	94	95
Average Raw Score	105.43	107.99
Standard Deviation	16.78	16.64
Range of Raw Scores	52-142	53-141
Average Percent Score	70.29	71.99
Number of Candidates	916	551
Number of Candidates who passed (pass rate)	689 (75.2%)	429 (77.9%)

The CHES Bulletin



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