



The Importance of MCHES in Health Education

From the Patient Education Office of MD Anderson Cancer Center

THE UNIVERSITY OF TEXAS
MD Anderson Cancer Center
 Making Cancer History®



Successful MCHES EDO applicants and contributing authors from MD Anderson Cancer Center (l-r) Seated: Lorianne Classen, Chesley Cheatham; Standing: Karen Stepan, Louise Villejo, Desiree Phillips

THE IMPORTANCE AND BENEFITS OF MCHES:

Our health education specialists consistently practice the Seven Areas of Responsibility when designing and building our patient education programs. The MCHES certification will ensure that they are competent practitioners in the field, having attained advanced-level knowledge and skills through their education and work experience.

MCHES individuals challenge themselves to meet a certain set of demanding criteria to become distinguished practicing health education specialists.

We see many benefits of an advanced-level certification: (1) Certification sets a standard of quality for our profession, (2) it provides a framework of merit and significance to the next generation

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Personal Reflections from Practicing Health Education Specialists:

“It is important to us to have a cadre of highly trained health educators here at MD Anderson Cancer Center. We work with clinical staff to develop patient education programs in every clinical area and they count on our expertise as the educational specialist to assess, plan, implement and evaluate programs for our patients and family members.

I often tell students that if you go on a job interview for a health education position and can talk about your experiences and work in the framework of the Seven Areas of Responsibility, you will make a great impression upon that employer.”

Louise Villejo, MPH, MCHES approved
 Executive Director, Patient Education Office

“To me, MCHES provides the framework for elevating the health education field. This certification reinforces my efforts as a health educator and will help me to spread the word to future health educators that this is a fun, exciting profession.”

Chesley Cheatham, M.Ed, MCHES approved
 Senior Health Education Specialist, Patient Education Office

“I believe having the MCHES certification will help our profession continue to flourish and incite employers to further recognize the valuable contributions we make as health educators.”

Desiree Phillips, MCHES approved
 Senior Health Education Specialist, Patient Education Office

“The profession of health education does not always receive the respect it deserves. Many outside the field do not understand that we use theory and evidence-based practices in our day to day work. I believe certifications, such as the CHES, and now the MCHES, improve our profession’s credibility and demonstrate to others our level of expertise.”

Lorianne Classen, MPH, MCHES approved
 Senior Health Education Specialist, Patient Education Office

“As a certified advanced-level practitioner, I am able to perform at a much higher level. The responsibilities and competencies have provided me with a framework for continued professional growth and development.”

Karen Stepan, MPH, MCHES approved
 Senior Health Education Specialist, Patient Education Office

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CHES EXAMINATION AS A REQUIREMENT FOR GRADUATION

W. William Chen, PhD CHES, Chair of Board of Commissioners



As part of the requirement for graduation, students seeking the MS degree in Health Education and Behavior at the University of Florida are now required to complete the Certified Health Education Specialist (CHES) examination before graduation. Previously, all MS students were required to pass a comprehensive essay examination. Each essay examination was made up and graded by a student's supervisory committee. However,

the concern for inconsistency of different graders and the difficulty of covering all necessary content, knowledge, and skills in the comprehensive examination prompted the department to seek an alternative method of assessing students' learning outcomes (SLO). Student learning outcomes is part of the Academic Learning Compacts (ALCs) described by each academic program at the University of Florida which are designed to show what students are expected to learn in a degree program and what learning outcomes they should acquire if they follow the prescribed course of study diligently. After careful deliberation, the Department decided that the CHES examination would be the best alternative for the traditional comprehensive examination. The CHES examination is a comprehensive examination that covers all required content knowledge and skills for a qualified health education specialist and reflects the most current and practical qualifications of a health education professional. In addition, the examination is easily accessible because it is given twice a year and can be taken at more than one hundred sites nationwide. It appears that the CHES examination could be an important and practical capstone activity as a substitute for a comprehensive examination for graduation. Overall, there are many advantages of making this a requirement for graduation, particularly at the graduate-level. For example, it is the best prac-

tice for assessing students' learning outcomes (SLO) in health education. Another advantage is that it saves faculty times and energy for conducting comprehensive essay examination for graduation. Perhaps the most important advantage is that results of the students' examination could be used to improve and realign the curriculum that most reflects the current practice in the field.

In addition to the University of Florida, there are many other universities including Truman State University, University of Wisconsin, William Patterson University, University of North Carolina at Greensboro, Worcester University, Mississippi University for Women, University of Southern Indiana, and University of Central Arkansas which have made the CHES examination a requirement for graduation. These are only a small number of the colleges and universities that offer health education degree programs in the nation, and I would like to encourage more schools to consider this as a requirement for graduation, particularly at the graduate level. The good sign is that almost 30% of colleges and universities surveyed by NCHEC recently indicated that they are interested and are considering using the CHES examination as a requirement for graduation. The cost for taking the examination could be a major barrier for this requirement, but there are ways that may be helpful in dealing with this barrier. For example, incorporating the examination as part of the internship or course requirement, so the fees could be covered as a course fee.

The sustainability of the health education profession in the future and the competition of the general certification of public health (CPH) require us to think. Advocacy for direct third-party reimbursement for health education services will need to be preceded by the requirement that all practicing health education professionals are certified. I think having the CHES examination as a requirement for graduation for a health education degree is a step in the right direction and is worthy of support from our profession.



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The Importance of MCHES in Health Education

of professionals, (3) it solidifies commitment to the field and recognizes dedication to practice, (4) and, like other health professions, it is essential to professional development.

SCOPE OF COMPANY:

MD Anderson Cancer Center is the largest comprehensive cancer center in the United States. Nearly 100,000 persons with cancer receive care at the institution each year. Over 17,000 employees and 1,400 volunteers strive to meet the institution's mission of eliminating cancer.

In the Patient Education Office we assess, plan, implement and evaluate cancer patient education programs. In addition to managing these programs, we actively act as an education resource and advocate for continuing patient education efforts. The breadth and scope of health education in a cancer center is massive. We believe that delivering effective patient education programs to our population will subsequently lead to better health outcomes and quality of life.

ATTENTION MCHES: Does your current employer use CHES/MCHES as a requisite when hiring? If yes, please contact the NCHEC office. Email Melissa Rehrig, Communication Director at mrehrig@nchec.org.

Message From NCHEC's Executive Director

Never doubt that a small group of committed people can change the world. Indeed, it is the only thing that ever has.

Linda Lysoby, MS, CHES, CAE

– Margaret Mead



The mission of NCHEC is to enhance the professional practice of Health Education by promoting and sustaining a credentialed body of Health Education Specialists. To meet this mission, NCHEC certifies health education specialists, promotes professional development, and strengthens professional preparation and practice. Our charge is to develop and administer a national competency-based examination; develop standards for professional preparation;

and promote professional development through continuing education for health education professionals. As of February 2011, NCHEC has more than 9,200 active Certified Health Education Specialists (CHES).

NCHEC was founded in 1988. It is the result of the vision and volunteer energy of many dedicated health education professionals who helped to shape the foundations and develop the structure that is the current organization. Recent work to update the Responsibilities, Competencies and Sub-competencies in the Health Educator Job Analysis provided the opportunity for 65 additional volunteers to contribute in some way to the effort. Also,

additional individuals contributed by way of completing the online survey. NCHEC is governed by an eleven-person Board of Commissioners and two seven-person and one thirteen-person division boards. Each division board addresses one of the three activities noted in NCHEC's mission: certification, professional development and professional preparation. The year 2010 and continuing into 2011 provided exciting and challenging times and additional commitment for each of the NCHEC Board Commissioners and Directors as they finalized policies and began to implement the advanced-level certification, Master Certified Health Education Specialist (MCHES). (Please see the list of individuals participating in NCHEC boards on page 12). More exciting times await us all as the MCHES becomes a reality and new and unexpected decisions and activities are required.

All directors and commissioners are elected volunteers and are active credential holders with the exception of the public member. The work is challenging but the benefits of serving the profession and meeting and interacting with other health education specialists from across the country are many. This issue of the NCHEC News contains a call for candidates outlining open positions for the election to the 2012 NCHEC boards. I urge each certified individual to thoughtfully consider running for one of the elected positions. A small group of committed individuals can certainly contribute to positive changes for our profession and they already have!

CALL FOR CANDIDATES

NCHEC is searching for individuals to fill voluntary positions on our Division Boards. The term of these positions will begin on January 1, 2012. 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 2011. Consider nominating yourself or encourage a peer to take this opportunity.

Division Board for Professional Development (DBPD): One Director: 5-year term. The DBPD is comprised of seven 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 CHES/MCHES; 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 education specialists is preferred.

Division Board for Certification of Health Education Specialists (DBCHEs): Three Directors: 5-year terms. The DBCHEs is comprised of 13 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 and the MCHES examinations; participates in item-writing workshops and on-going online item

writing assignments, and ensures that NCHEC's testing meets acceptable standards. Interest or experience in item-writing and exam construction is preferred. The MCHES credential is required.

Division Board for Professional Preparation and Practice (DBPPP): Two Directors: 5-year terms. The DBPPP is comprised of seven 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/MCHES certification
- Participating in monthly conference calls
- Attending a once a year face-to-face meeting (all expenses paid by NCHEC) – typically this meeting spans a weekend (Thursday night – Sunday noon). DBCHEs requires two face-to-face meetings per year.
- 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, 2011.**

Study Materials Now Available for First MCHES Exam - October 15, 2011

Go to: www.nchec.org and click on the publications tab.

Master Certified Health Education Specialist (MCHES) Examination

THE EXAM
The Master Certified Health Education Specialist (MCHES) exam is a competency-based test that measures the possession, application and interpretation related to the Seven Areas of Responsibility; a comprehensive set of Competencies and Sub-competencies defining the role of an advanced-level health education specialist. These Responsibilities were verified through a role delineation and job analysis process.

The MCHES exam consists of 165 multiple choice questions (150 scored, 15 pilot tested) some of which are scenario based, and is administered in a paper-and-pencil format.

MCHES Exam Seven Areas of Responsibility for Health Education Specialists	Percentage of Questions
I. Assess Needs, Assets, and Capacity for Health Education	10%
II. Plan Health Education	15%
III. Implement Health Education	20%
IV. Conduct Evaluation and Research Related to Health Education	16%
V. Administer and Manage Health Education	16%
VI. Serve as a Health Education Resource Person	15%
VII. Communicate and Advocate for Health and Health Education	8%
TOTAL EXAM	100%

EXAM ELIGIBILITY

For CHES:


- A minimum of the past five (5) continuous years in active status as a Certified Health Education Specialist

For Non-CHES or CHES with fewer than 5 years active status + five years experience:

- A Master's degree or higher in Health Education, Public Health Education, School Health Education, Community Health Education, etc.,
- OR a Master's degree or higher with an academic transcript reflecting at least 25 semester hours (37 quarter hrs) of course work in which the Seven Areas of Responsibility of Health Educators were addressed,
- Five (5) years of documented experience as a health education specialist.

To verify experience applicants must submit:


- Two verification forms from a current or past manager/supervisor, and/or a leader in a health education professional organization
- a current curriculum vitae/resume



REMINDER

THE MCHES Experience Documentation Closes on APRIL 16, 2011

Don't Miss Out on this One Time Opportunity!



NCHEC
National Commission on Health Education Credentialing, Inc.
Credentialing Excellence in Health Education

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
CDC Prevention Research Centers Program 2011 Annual Conference	www.cdc.gov/prc	April 13-15, 2011	Atlanta, Georgia
2011 SOPHE & NACDD Joint Academy and Midyear Meeting	www.sophe.org	May 1-4, 2011	Albuquerque, New Mexico
ACHA 2011 Annual Meeting	www.acha.org	May 31 - June 4, 2011	Phoenix, Arizona
ASHA 85th Annual Meeting	www.ashaweb.org	October 12-15, 2011	Louisville, Kentucky
SOPHE 62nd Annual Meeting	www.sophe.org	October 25-27, 2011	Washington, DC
APHA 139th Annual Meeting	www.apha.org	October 29- November 2, 2011	Washington, DC

Next Exam Dates

Tell a colleague or student that the next CHES and now MCHES exam dates are **October 15, 2011** and **April 28, 2012**. For more information, visit the Web site at www.nchec.org or contact the exam coordinator at 888-624-3248, ext 12.

OCTOBER 2011

Sun	Mon	Tues	Wed	Thu	Fri	Sat
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 /30	24 /31	25	26	27	28	29

APRIL 2012

Sun	Mon	Tues	Wed	Thu	Fri	Sat
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Portraits of advanced-level health education specialists

Profiles of CHES (pages 5-8) that were successfully approved MCHES through the Experience Documentation Opportunity process. These individuals will use the MCHES designation beginning April 1, 2011.



Pamela Wilson, RVT, MEd, MCHES (approved)
Program Specialist in Zoonosis Control at the Texas Department of State Health Services

"When I was majoring in health education in graduate school at UT - Austin, I specialized in zoonotic diseases, which was a different topic arena from any of my classmates. During this time, my internship mentors at the then Texas Department of Health encouraged me to prepare for and take the CHES exam. I've always been thankful that I heeded their supportive advice. Being a CHES has played an important role in a career that, after 18 years, I still love and feel is one that benefits not only people, but also animals. As in graduate school, my focus in public health at the now Texas Department of State Health Services has centered on zoonotic diseases. When the chance to become credentialed as a MCHES was made available, I felt it was a positive way to recognize the productive work that my zoonosis control colleagues and I accomplish."

Luis A. Rosario Arroyo, MPHE, MCHES (approved)
Disease Management Department Manager of the Clinical Management Division of Triple-S Salud (Blue Cross Blue Shield of Puerto Rico), in San Juan Puerto Rico.

"One of my objectives in pursuing this certification is to evidence my commitment with the health education and promotion in my working place as well as with my colleagues. Through MCHES I believe I could serve as a model and motivate other colleagues to understand the importance of staying updated in the advances of health education and in the professional roles that we perform daily."





Limary Crespo, MPH, MCHES (approved)

Development and Health Promotion Manager at Corporación de Servicios Médicos Primarios y Prevención de Hatillo in Hatillo, Puerto Rico

"Becoming an MCHES is a great achievement in my professional career. This certification is a distinction for us, Health Educators, that are performing diverse and advanced-level duties at our workplace. MCHES confirms my commitment with my profession, the community, my employer and myself."

Eric Aakko, MS, MCHES (approved)

Healthy Living Branch Unit Director, Physical Activity and Nutrition at the Colorado Department of Public Health

"I chose the MCHES because after working for 17 years in public health promotion, with the last 7 in leadership and management, it's a great way to acknowledge the advanced competencies that naturally arise in working in complex positions."



Patricia A. Frye, DrPH, MPA, CPH, MCHES (approved)

Director, Health Disparities Evaluation Core Institute for Improvement of Minority Health and Health Disparities in the Delta Region

"In order to reduce disparities in health, based on geographic locations and minority status, it is imperative that we have effective health promotion and education programs. Having the designation of MCHES is an indication that an individual has the knowledge and skills necessary to design, develop, implement and evaluate programs that can be effective."





Susanna Lam, MPH, MCHES *(approved)*
Health Educator with Los Angeles County, Department of Public Health in the Lead Program

"The reason why I decided to become MCHES certified is that I strongly believe in the principles of Health Education and the standardization of them. Having an opportunity to be acknowledged for my advanced-level practice is very important to me and challenges me to reach the next level of achievement. Most importantly, it is a great distinction between entry and advanced-level practice that many of us in the field have been waiting for. It really is an honor to have this certification."

Anita Ruff, MPH, MCHES *(approved)*
Deputy Director of Administration Early Detection & Intervention for the Prevention of Psychosis Program for the Maine Medical Center

"As to why I sought the MCHES designation, I believe that as health educators, in order to advance our profession as a whole and ourselves as practitioners, we have to hold ourselves to the highest standards possible so that others recognize the unique contributions we make. I also think we have to commit ourselves to lifelong learning and continuous reflection on our experience, contributions, and opportunities."



Mary Suagee-Beauduy, MSW/MPH, MCHES *(approved)*
LISW, LCSW, DCSW, CTTS, MCHES
Director, Public Health Education Phoenix Unit

"I hope that the MCHES will become a certification that more and more CHES will see as necessary as part of their professional growth. Becoming a CHES was an excellent opportunity for me to review what I learned in graduate school (completed 18 years previously!) and to help me focus that body of knowledge on my current position. As a discipline, I think it is essential to all have the same body of knowledge as a foundation upon which to build, to give us the same language, and to establish a network of professionals with common goals. I am excited that the National Commission for Health Education Credentialing, Inc. has undergone this rigorous process to establish the advanced-level of credentialing! It will be extremely helpful to have continuing education credit opportunities separated into basic and advanced-levels as we go forward. I am honored to have been deemed worthy as a MCHES. Thank you, NCHES!"



Raffy R. Luquis, Ph.D., FAAHE, MCHES (approved)
*Associate Professor of Health Education
Penn State University - Harrisburg*

"By completing the Experience Documentation Opportunity for the Master Certified Health Education Specialist, I was able to assess my advanced-level professional experiences, knowledge and skills in health education. In addition, I believe that the MCHES serves as a key strategy in the advancement of health educators nationwide."

Stacy Thorne, PhD, MPH, MCHES (approved)
*Health Scientist Centers for Disease Control and Prevention
Epidemiology Branch Office on Smoking and Health*

"I initially decided to get my MCHES certification because I realized that after my doctorate degree and practicing public health at a higher level for over five years, I wanted a certification that would set me apart from others when working in the public health field. Also, I believe that the MCHES has the potential to help those who have been practicing public health for awhile to set them apart from others in today's workforce. Additionally, I wanted to be in the inaugural group of applicants who are obtaining this important certification."



Marcia Quackenbush, MS, MFT, MCHES (approved)
Health Education Specialist/Photographer at ETR Associates

"In my career as a health educator, I've had the privilege of learning from some amazing people — mentors, colleagues, clients, people at conferences, leaders in the field, writers of books. They have made health education come alive for me. Becoming MCHES certified was a way of affirming the value of all that has been shared with me so generously. It is my hope that this distinction will help me pass these things along to others in the field."



NCHEC WELCOMES NEW CHES – FALL 2010

The following is a list of those who earned the distinct title of Certified Health Education Specialist (CHES) in the October 2010 examination. NCHEC welcomes them to a class of more than 9,200 active CHES.

Those who opted not to be published are excluded from the list.

Islamiyat N Adebisi	Beth A Compton	Christine L Gastmyer	Susan N Jackson	Kelly L Mantegna
Katherine L Aguirre	Gladyris Concepcion	Khalilah C George	Winston R Jackson	Allison Markowitz
Jodie Alaoui	Sheredy Conley	Sapna J Ghelani	Michael E Jantzen	Rose L Marks-Patton
Lashanda D Albert	Elizabeth J Cooper	Maleeka J Glover	Francoise Jean-Louis	Erin E Maroney
Melissa N Alexander	Maritess R Coronel	Fran D Goldfarb	Scarlett X Jiron	Alana R Martin
Megan E Amaya	Elizabeth A Crabill	Susan E Goodman	Edward L Jones	Jay M Martin
Ginnylynn Ambrenac	Michael Cruz	Sally J Goss	Kristen J Jones	Lizette Martinez
Diva N Anand	Noriko S Cuaron	Mary A Grab	Nicole C Jones	Robin L McClave
Allyson Anderson	Timothy J Curran	Patricia Graham	Rebecca Jorgensen	Colleen M McDonough
Joy L Anderson	Jane M Curtis	Gail L Gramarossa	Corey Joseph	Jennifer J McFarland
Frances M Aulisio	Tammy Curtis	Robert A Granger III	Lauren N Katz	Ashley M McKenzie-Skipper
Eric D Baird	Sarah May K Daguplo	Kescia D Gray	Amanda Kelderhouse	Alison M McNicholas
Kasey Bandy	Amber J Dalton	Evelyn L Green-Frierson	Lori D Kelley	Carly M Meiser
Joseph Bartholomew	Joshua E Dalton	Cassidy M Greif	Megan S Kelley	Adrienne Mercer
Heather Beck	Katarina Daragan	Ann V Griffith CHES	Sarah A Kellogg	Melissa K Miller
Summer N Beck	Lumbé K Davis	Michele G Grodner	Kara B Kielmeyer	Katryna Minski
James E Bemel	Vanessa A Davis	Jose Guevara Jr.	Lauren E King	Kelley W Miracle
Andrea A Bennett	Cynthia M De La Torre	Wanda A Guthrie	Katie L Kinjerski	Ashley B Misenheimer
Melissa Bermudez	Angela L Deal	Jill Habegger-Cain	Robbye E Kinkade	LaKishia G Monserrate
Joshua E Bernstein	Lakesha D Debardeleben	Leslie Haberkern	Jenna Kleiser	Melissa L Moore
Flor M Betancourt	Josephine S Delaney	Stacy K Haitsuka	Cynthya R Koerber	Melissa Morin
Aarti Bhaga	Alice M Dessauer	Reidun M Hallenberg	Nicole R Koosman	Pagan Morris
Carlie Bohrman	Jevettra D Devlin	Lawrence Y Ham	Brianna M Krauss	Emily R Mosich
Lesley Bonner	Leanne DiMaio	Denea Hampton	Brittany M Kukuruda	Zaneta L Moss
Corliss V Booker	Kristine Dougherty	John E Hannay	Janessa A Kwan	Regina R Muhammad
Eleese N Booker	Kathryn A Douglas	Julie S Hansen	Michael Kyc	Quinyatta P Mumford
Mary Alice Bouvet-Garay	Susan E Douris	Sarah Hanson	Susan K LaDouceur	Constance M Murphy
Michelle C Boyle	Tamara Drake	Kenneth R Harbert	Jaclyn M Lajza	Katie E Murphy
Tanna L Bramlett-Smith	Cindy E Eades	Kathleen M Harkins	Erin A LaMantia	Jill L Myer CHES
Cindi M Brickett	Jordan T Ebner	Kenneth Harrah	Aukje K Lamonica	Jaylyn K Nassiri
Stacey M Briggs	Alexander Eclar	Naina Hashim	Cheri N Langley	Ali Nehmer
Francia N Brito	Rachelle Edgar	Ayano J Healy	Whitney R Langwell	Kathy L Nichols
Emily D Brock	Richard Edwards	Emily C Heard	Chelsea R Larsen	Armando J Nila
Emily R Brostek	Angel Ellinghaus	Samantha R Heiking	Elsa Lau	Jeffrey T Nkansah
Stephanie Brzostek	JoAnna K Ellis	Alicia Hendrie	Bow Lee	Lori D Northcraft
Katrina Burbage	Andrea R Esp	Moriah A Henrie	Dawn R Lee	Jenny L Nustad
Laura W Burnett	Natlie E Fallin	Gabriella Hernandez	Kelly R Lepley	Sarah A O'Brien
Carol Caldara	Edward G Filipski	George R Hernandez	Holly T Lesley	Michelle A Ocasio
Carolyn M Campbell	Khaliyah F Fleming	Jennifer B Herndon	Kelly L Letostak	Jean Oulund Peteet
Sherri R Cantwell	Marlie Floyd	Alisha Herrick	Diana M Levin	Pamela B Owens
Amanda M Capaci	Heather E Forbush	Nicole M Heslin	Allison Lindsay	Rolando Pabon-Bello
Ashley Carlisle	Richard M Fortier	Heather A Hightower	Karen M Ling	Estela Pantoja Guzman
Mary E Carney	Margaret R Foss	Krystle D Hightower	Stephanie G Lino	Jhansi Papudesi
Vanessa Casner	Brittany M Fowler	Mallory K Hill	Rochelle T Logan	Jitesh R Parmar
Ana R Castellanos	Gabrielle M Fraley	Angela M Hinkle	Kathryn N Louderback	Charlotte L Pate
Erin W Caswell	Kari Frampton	Kathryn M Hirt	Katherine J Low	Michael T Patrick
Wilfredo A Cerrato	Jennifer Franco	Brittney L Hodges	Alyson L Luchini	Jennifer M Paul
Sarah B Cha	Christa M Frazier	Terence Hodges	Martha M Lundin	Stephanie Paulk
Madeline A Chaffee	Melinda Froehlich	Rachel J Holbert	Jenica J Lyon	Jerlyn D Peak
Kirstin C Champer	Edeline Faye Gacula	Myra A Hollins	Tracey L Lytle	Linsey Pearce
Katherine Chen	Michael P Gallagher	Yasmin S Holton	Sandra A MacIsaac	Magaly Perez Cruz
Megan S Chepkwuri	Ashley N Galloway	Tia M Howard	Tiffany A Mack	Glorian Persaud
Laurie M Chow	Jennifer M Gamberini	Kelly Hughes	Amy C Magallan	Ericka L Peterson
Kathleen A Clancy	Yunuen Garcia	Katherine Humphrey	Jessica Mahon	Linda A Pham
Susan L Coates	Samantha M Garvin	Heather M Huston	Patsy Malley	Kate L Phelps
Katherine M Cole	Paula A Garzon	Barbara A Jackson	Semran Mann	

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Shannon L Phelps
 Curtis W Phillips
 Elisabeth Pidwerbecki
 Lindsey M Pincince
 Sarah C Pine
 Paul W Pitts
 Kathleen A Pollard
 Sandra Popowski
 Titania L Porteous
 Leah M Posivak
 Lorianna N Preston
 Amy R Proud
 LaQuante A Pruitt
 Mina D Rabiee
 Kathleen R Ragan
 Maria L Ramos
 Tradena N Rayner
 Robert M Reeves
 Cynthia M Regent
 Phedellee C Reyes
 Alison R Reynolds
 Mary K Richardson
 Jenny E Ricks
 Dedra D Ries
 Amy Henderson Riley
 Synim Rivers

Ritu Riyat
 Ashley A Roberts
 Kate L Roberts
 Lisa R Roberts
 Mary Ann Roberts
 Megen P Roberts
 Lauren N Robich
 Kathryn Robinson
 Valerie Robitaille
 Allison M Rohan
 Kimberly A Rook
 Marissa A Rousselle
 Kimberly Roy
 Sharmily G Roy
 Rachael A Ruberto
 Tina M Runkles
 Laura E Ryan
 Stephanie Salazar
 Jaspreet Samra
 Brea N Samuel
 Cathryn L Sanchez
 Elizabeth Sanger
 Michelle Santora
 Minami Sato
 Bethany N Schindler
 Angela E Schlitt

Amanda M Schnitzer
 Rachel N Schramm
 Ashley M See
 Nicole Semiraro
 Kathleen D Sherman
 Jennifer L Shomaker
 Jennifer R Sikora
 Rebecca L Simpson
 Ashlee Smith
 Ashleigh D Smith
 Celeste Smith
 Jennifer M Smith
 Kathleen W Smith
 Kathleen R Smith
 Michelle E Smith
 Sharon C Smith
 Kimberly M Sorrell
 Emily N Spangler
 Naomi E Starkey
 Michelle L Starr
 Erin R Steele
 Heather N Stemler
 Rebecca P Stewart
 Lavinia S Streza
 Stephanie A Strougal
 Faira Sullivan

Judy Taggart
 Lucienda L Taylor
 Julia A Terr-Malloy
 Woodyly Thelusma
 Katie L Thibault
 Eric J Thomas
 Jerah Thomas
 Richelle H Thompson
 Dana M Timar
 Jessica A Trotochaud
 Bethanny J Trout
 Amy L Tsang
 Amanda L Tucker
 Patti Turk
 Sarah Utley-Wells
 Gineska C Valero de Castillo
 Melissa R Van Weele
 Jenny Varghese
 Norah M Vasen
 Katherine Vaughan
 Nayda M Vazquez Fuentes
 Katherine K Verrochi
 Amy L Vest
 Sarah H Vicente
 Brenda L Vidrio
 Anna A Vitriol

Gayle A Warden
 Rosalind Washington
 Courtney Watson
 Tracey Y Watts
 Marsha L Weaver
 Rebecca Weber
 Rebecca E Wendling
 Valerie A Wengerd
 Renee L Whiskey
 Allison L Wholf
 Melissa L Wigginton
 Kathryn E Wiles
 Jessica L Williams
 Marianna M Williams
 Sheree D Williams
 Spencer L Willis Jr.
 Patricia K Wilson
 Samantha Wise
 Holly Wolff
 Whitney L Wright
 Scott J Wyles
 Jessica L Wysocki
 Linda Xiong
 Kie T Young
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HIGH SCORERS ON OCTOBER 2010 CHES EXAM

Emily Brostek, MPH, CHES



Emily Brostek was first exposed to the field of community health at the Franklin Community Health Network in Farmington, Maine, where she wrote grants and worked on special hospital and community projects. Emily received her Master in Public Health degree in 2010 from the Department of Health Behavior and Health Education at the UNC Gillings School of Global Public Health in Chapel Hill, NC. While at UNC, she

also received a certificate in Interdisciplinary Health Communication, and co-chaired the 31st Annual Minority Health Conference. Emily is also a member of Delta Omega. Emily currently works as a Health Educator for the MaineHealth Learning Resource Center program in Falmouth, Maine. In this role, she works on many projects, including evaluation and health literacy, and develops online health education programming. Emily always knew she would pursue a CHES certification. "I got a great education at UNC, and synthesizing what I learned by getting my CHES seemed like the logical next step," Emily says. She is proud to contribute to the profession of health education through this certification.

Jean Oulund Peteet, PhD, MPH, PT, CHES



Jean Peteet is a clinical assistant professor at Boston University, College of Health and Rehabilitation Sciences, and a physical therapist who has experience in clinical care and management in New York City, North Carolina, and Boston. She teaches a course on the U.S. Health Care System to undergraduates and on Health Promotion and Wellness to doctoral students in physical therapy. She developed a passion for public health and health promotion

while working in clinical care in Boston and earned an MPH in health systems from Boston University, and a PhD in community health from Walden University. She mentors physical therapy students who develop health promotion and education practicum projects locally in Boston and also in Guatemala and other under-resourced countries. As a faculty member, she is working with two physical therapy schools in Guatemala to enhance their curriculum. The university is in the process of planning a minor in Health Promotion. "I decided to study for and take the CHES exam to learn the breadth and depth of knowledge that students who take the minor and potentially would work in the field as health educators. I also wanted to be more knowledgeable about developing a Health Promotion Program Planning course for the minor."

ETR ASSOCIATES CONTINUES TO EXPAND ONLINE CHES PROGRAMS

For more than a decade, ETR Associates, a nonprofit health education and publishing agency, has been at the forefront of online training and education. The self-study CHES programs offered through ETR's Resource Center for Adolescent Pregnancy Prevention (ReCAPP) <http://www.etr.org/recapp/> are a key part of this effort.

Since 2001, ReCAPP has offered a handy, inexpensive way to earn continuing education credits, with dozens of self-study programs based on the comprehensive information available to health educators, teachers, researchers and program developers on the ReCAPP Web site. Each self-study program costs only \$8 per credit hour. Users can study at their own pace, 24 hours a day, 7 days a week. Currently, there are 46 self-study programs on the site: (<http://www.etr.org/recapp/index.cfm?fuseaction=pages.ProfessionalCreditsHome>). Programs cover a variety of topics, including Changing Social Norms, Advances in Reproductive Health, Parent/Teen Communications, Body Image, Contraception, Communities of Faith, Educating Youth with Developmental Disabilities, and many more. During 2011, ETR Associates will be developing additional self-study programs and offering MCHES credits as well.

Not only is the list of self-study programs expanding as ETR adds to ReCAPP, but with recent automation to the system, the application and submission process is easier than it's ever been. Simply choose the self-study program you're interested in and order the quiz online. Read all of the relevant material, which is available online free of charge, as directed. Then take the quiz and follow the instructions to submit your answer sheet to ETR. Your quiz will be scored and you will be contacted with the results within seven business days. If you pass, ETR will send you a certificate of completion and notify NCHEC.

About ETR Associates

Celebrating 30 years in 2011, ETR Associates is a private nonprofit corporation whose mission is to maximize the physical, social and emotional health of all individuals, families and communities by advancing the work of health, education and social service providers through high-quality research, publications, information resources, training and programs. Located in Scotts Valley in Northern California, ETR Associates' staff of more than 140 highly trained and experienced professionals provide quality products and services to health educators, local and state health departments, teachers, school districts, colleges, community-based organizations, foundations, local and state departments of education and other state and federal agencies.

Curricula Alignment with the Health Educator Job Analysis Results

Written by: Kelly Wilson, PhD, CHES
Faculty at Texas State University



Often, health education professionals working in university professional preparation programs must carefully consider student learning outcomes, or other measures of impact on students enrolled in courses or degree programs. Those who have been involved in this process may consider this task daunting. Unfortunately, some may simply or quickly develop student learning outcomes without careful consideration. The Health Education Job Analysis (HEJA), which validated and updated Competencies and Sub-

competencies of contemporary practice of entry- and advanced-level health education specialists, may be used to guide the task of developing student learning outcomes for both graduate and undergraduate courses and programs. Competencies and Sub-competencies are delineated in *A Competency Based Framework for Health Education Specialists - 2010* (National Commission for Health Education Credentialing, Inc.[NCHEC], Society for Public Health Education [SOPHE], & American Association for Health Education [AAHE], 2010). This resource may prove useful in organizing student learning outcomes and curricular alignment around the Seven Areas of Responsibility. The updated model is comprised of 223 Sub-competencies, organized into 34 Competencies within seven major Areas of Responsibility. Of the Sub-competencies, 61 were validated as advanced-level only. Professional preparation programs should carefully consider whether the Sub-competencies and Competencies that are included in this model, and used by practicing health education specialists, are included in outcome measures for students and embedded into courses throughout the entire academic program.

During a curriculum alignment, a health education program may find that courses may encompass most or all of the competencies in a particular Area of Responsibility. For example, many programs offer a "Health Education

Program Planning" course, and most of the Competencies and Sub-competencies in Area II are addressed. However, due to time and course-offerings restrictions, a program may not be able to offer a course that focuses on advocacy. However, Competencies and Sub-competencies related to advocacy may be present in several courses offered in the program.

Curriculum alignment should not be the task of one individual. Faculty members and instructors/lecturers that teach health education courses will all need to make a careful examination of their course objectives and how they align with the Competencies and Sub-competencies embedded in the Seven Areas of Responsibility. A leader or chair may be assigned to help collect materials such as course syllabi and course assignments/projects. A committee may be formed to help analyze these materials. To carefully outline curricular alignment, programs have used a matrix method. A sample matrix can be found in *A Competency Based Framework for Health Education Specialists - 2010*. The matrix method, or another formal analysis, can help to identify strengths and weaknesses throughout a curriculum. With 61 advanced-level only Competencies, graduate-level courses and programs could also benefit from a careful analysis.

In reality, curricula alignment can help to ensure many things. First, from an administrative perspective, if curricula are aligned with the Competencies and Sub-competencies these can be used to help frame student learning outcomes. If student outcomes are based on a study of contemporary practice, they may be better prepared for the professional field. Further, after completing an aligned undergraduate or graduate program they should be academically prepared to sit for and successfully complete the CHES or MCHES exam. Using the job analysis as a reference for curricular alignment would require regular updates to the curriculum to ensure that courses are current and practical for the most up-to-date job analysis.



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