

The CHES Bulletin



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The *CHES Bulletin* is an official publication of The National Commission for Health Education Credentialing, Inc.

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Mission Statement

The mission of The National Commission for Health Education Credentialing, Inc. is to improve the practice of health education and to serve the public and profession of health education by certifying health education specialists, promoting professional development, and strengthening professional preparation and practice.



LEADERSHIP NEWS



A note from the Executive Director

As we enter the new year, I would encourage you to resolve to actively promote the profession of health education in the year 2006. This may be in the form of encouraging a coworker or student to take the CHES exam on April 22, 2006 (the registration deadline is March 1st) or encouraging employers to use the words, "CHES required or CHES preferred" on job

descriptions. If you are aware of any open health education positions, please encourage employers to take advantage of the free advertisement service on our website, www.nchec.org. You, those people who have earned the distinction of using the CHES credential, can be very influential in increasing the recognition of the credential. A PowerPoint presentation and script explaining the CHES credential and application process is now available on our website, www.nchec.org/news/presentationkit/presentationkit.asp. You may want to consider sharing that with your class or workgroup. Remember, each individual CHES can play an active role in promoting the credential to others and thereby strengthening the profession.

I would like to extend a warm welcome to the new board members who were elected in the recent elections - Rick Schulze, Jim McKenzie and Brenda Marshall. I also would like to thank Kelly Bishop Alley, Whitney Boling, David Kopec, and Danny Mielke as they complete their terms of service to NCHEC. The many functions and services of the National Commission for Health Education Credentialing are possible because of a tremendous amount of volunteer commitment by our board. A sincere thank you to those leaving the board this year, and a hearty welcome to those newly elected. I look forward to another rewarding and challenging year for NCHEC.

Since you will be receiving this publication around the beginning of the year, I would like to encourage each of you to consider making a resolution this year to make a commitment to obtaining your continuing education credit requirement for recertification. As you know, CHES are required to earn 75 continuing education contact hours within a five-year period. Remember that you now have the ability to check your certification status and your continuing education credits online at our website. You will need your username and password. If you cannot locate it, please call the NCHEC office at 888-624-3248.

Health Education Faculty will be invited to the Third National Congress on Institutions Preparing Health Educators scheduled for February 23-25, 2006 in Dallas, Texas. Profession-wide changes and trends in Quality Assurance will be discussed. Concurrent workshops on Credentialing, CEPH and NCATE Accreditation, SABPAC Approval, and Adapting Curricula will be included. For more information see the back page of this newsletter.

Linda Lysoby, MS, CHES
Executive Director



A note from the Chair of the Board of Commissioners

First and foremost, I would like to congratulate all CHES for making it into the year 2006. I wish all of you great health and a prosperous, happy new year.

I am pleased to continue the role of Chair of the Board of Commissioners (BOC) of the National Commission for Health Education Credentialing, Inc. This past year was a very productive year for NCHEC. It is a great pleasure to be re-elected as the Chair for one more year. I am really looking forward to serving this year as we all work cooperatively with our excellent Executive Director, Linda Lysoby, NCHEC staff, and with all our newly elected and continuing BOC and Division Board members. I appreciate the confidence placed in me by the leadership of NCHEC to serve as Chair again.

I would like to seize this opportunity to thank all CHES, especially the members of the BOC and the various Division Boards for outstanding leadership in 2005. The BOC developed a five-year strategic plan for NCHEC, and has accepted the Competency Update Project (CUP) report. The CUP report will guide us for the challenges in the coming years. On behalf of the BOC, I gratefully thank all members for your commitment of time and energy to NCHEC and the Health Education profession. Furthermore, I would like to express our congratulations and best wishes to the newly Certified Health Education Specialists. Join us as we continue to make the CHES credential better for all of us.

NCHEC has invested in new communication network software to enhance our services to our members. I hope many of you have been able to utilize this system to update your membership contact information, as well as renew your membership. Another service we provide is the ability to register and pay for renewal of the CHES certification and check your CHES transcript online. Please continue to utilize all of these services to your best advantage.

This past year NCHEC worked on marketing the profession and the certification of health education specialists. All of us must continue to be actively involved in this process. We will also continue the implementation of our strategic plan, in addition to facing the challenges posed by the CUP report. It is my utmost desire that all of us will rally together to meet these challenges and opportunities in serving the profession and NCHEC. We are working collaboratively with all constituencies and stakeholders.

The members of the BOC and NCHEC Division Boards are very diverse and hence we bring different qualities and skills which serve as our strengths to work cohesively together as a unified force in addressing all the issues facing CHES, NCHEC, and the Health Education profession in general. Let's continue to maintain such a spirit for the betterment of NCHEC and our members. We want to hear from you; kindly keep us informed of your progress and achievements.

Once again, best wishes for a happy and healthy 2006.

Dr. Matthew Adeyanju, PhD, MPH, CHES
Chair, Board of Commissioners, NCHEC

The National Health Educator Competencies Update Project (CUP): Celebrating a Milestone and Recommending Next Steps to the Profession

Reprinted with permission from *Health Education & Behavior*, Volume 32, Number 6, pp. 722-724
Collins O. Airhihenbuwa, Randall R. Cottrell, Matthew Adeyanju, M. Elaine Auld, Linda Lysoby, and Becky Smith

"We are made wise not by the recollection of our past, but by the responsibility for our future. -- George Bernard Shaw

For more than sixty years, the health education profession has worked to develop, implement, and refine guidelines for preparing and training health educators. Among the seminal works documenting this dedication to, and quest for, quality assurance in professional preparation and practice are guidelines for professional education of health educators (1943); criteria and guidelines for accreditation of graduate programs in community health education (1969); guidelines for teacher education (1969) and safety and school health (1974); a framework for competency-based curricula for entry-level health educators (1985); and standards for the preparation of graduate-level health educators (1997) (American Association for Health Education, National Commission for Health Education Credentialing, Inc., Society for Public Health Education, 1999). In 1989, the National Commission for Health Education Credentialing, Inc. (NCHEC) granted the first credential for Certified Health Education Specialists (CHES), which today number over 12,000. These accomplishments have been the work of many health education pioneers with both the grist and guts to passionately pursue a vision that ultimately raised the stature of health education as a true profession.

Yet, a Nobel laureate and freethinker Bernard Shaw reminds us, it is the future that will define our legacy. That is, the next steps ahead will belie health education's legacy not only to society, but also to our next generation of health education scholars, researchers, educators, practitioners, and students. To this end, the profession launched the National Health Educator Competencies Update Project (CUP), an ambitious study in late 1998 to re-verify the entry-level health education responsibilities, competencies and subcompetencies, and to verify the advanced-level competencies and subcompetencies. The Society for Public Health Education (SOPHE), American Association for Health Education (AAHE), and NCHEC announce the publication of a summary of this six-year multi-phase research study, incomparable in detail and scope (Gilmore, et al. 2005). The study findings reveal some similarities in health education responsibilities of past decades, yet some critical, contemporary differences that signal evolution of the profession. Particularly noteworthy is the emergence of three distinct hierarchical levels of practice, each one building upon the other in terms of the subcompetencies incorporated into one's roles and responsibilities for all health educators, regardless of the setting in which they are employed. For the first time in our profession's history, we also have identified emerging doctoral-level competencies and subcompetencies - a significant milestone among the population-based professions. The complete CUP study results will be published in a new framework document to be available from NCHEC in early 2006*.

As with any research, it is now incumbent to interpret the CUP results and make recommendations for research, education, and practice. After soliciting several independent external reviews and critically analyzing the CUP findings in spring 2005, the Boards of NCHEC, SOPHE, and AAHE issued the following four recommendations to the profession:

1. Baccalaureate programs in health education should prepare their health education graduates to perform all 7 of the health education responsibilities and the 29 competencies and 82 subcompetencies specifically identified as entry-level, in the new hierarchical model;
2. NCHEC should use all 7 of the health education responsibilities, and the 9 competencies and 82 sub-competencies specifically identified as entry-level in the new hierarchical model, as the basis for revisions to its entry-level CHES examination;
3. Graduate programs in health education should prepare their

health education graduates to perform all 7 of the health education responsibilities, and the 48 Advanced-1 and 33 Advanced-2 subcompetencies as appropriate to the degree level. Advanced-1 and advanced-2 graduates should also demonstrate mastery of the 29 competencies and 82 entry-level subcompetencies, in the new hierarchical model; and

4. When organizations interpret the CUP findings for use within professional preparation, credentialing and professional development, a clear written rationale needs to accompany the interpretations being made.

AAHE, NCHEC, and SOPHE are working to disseminate both the CUP findings and these recommendations through press releases, publications, and presentations to various professional meetings, including those other members of the Coalition of National Health Education Organizations (CNHEO). A portion of the Third National Congress on Professional Preparation of Health Educators, planned for February 23-25, 2006 in Dallas, Texas, will be devoted to the CUP findings and how professional preparation programs can adapt their curricula to the updated responsibilities and competencies. Efforts are also underway to make the extensive CUP data set (i.e., 1.6 million data points) available for secondary data analysis and research.

We owe immense gratitude to the CUP principal investigators, Dr. Gary Gilmore, Dr. Alyson Taub, and Dr. Larry Olsen, and the many consultants who devoted thousands of volunteer hours to this project. Their careful execution and documentation of the study methodology leaves careful guidance for future efforts to verify the roles and responsibilities of health educators, as well as for others preparing to engage in similar discipline-related studies. We are also grateful to the many volunteers from our sister organizations who provided steady guidance and input from varying perspectives across the profession (i.e. the CNHEO; American Public Health Association's Public Health Education and Health Promotion Section, and the School Health Education and Services Section; American School Health Association; Eta Sigma Gamma; Association of Schools of Public Health; Directors of Health Promotion and Education; the Society of State Directors of Health, Physical Education and Recreation; and the Council on Education for Public Health). Finally, we are grateful to the many public and private sources of support without which this study would not have been possible.

The results and implications of the CUP study will impact professional preparation, credentialing and professional development of health educators for years to come. It is incumbent upon each health educator not to rest on past accomplishments, but to apply the CUP study findings and recommendations in our contemporary health education research and practice. Indeed, the health education legacy we have inherited - and that which we will leave behind - demand nothing less than our earnest pursuit of excellence.

* To order a copy of the new publication containing the updated competency framework, contact the National Commission for Health Education Credentialing, Inc. at 1541 Alta Drive, Suite 303, Whitehall, PA 18052-5642, phone 888-624-3248; www.nchec.org. Proceeds from the sale of this document will help support future health education competencies research projects.

References:

- 1) American Association for Health Education, National Commission for Health Education Credentialing, Inc., Society for Public Health Education (1999). A Competency-Based Framework for Graduate-Level Health Educators, Allentown, PA.
- 2) Gilmore, G.D., Olsen, L.K., Taub, A., Connell, D. (2005). Overview of the National Health Educator Competencies Update Project 1998-2004. *Health Education & Behavior*, 32, pages 722-724.

News and Updates



The Division Board for Preparation Preparation and Practice (DBPPP) held their annual face-to-face meeting at the NCHEC Office on July 8-10, 2005. Pictured above from left to right: Christine Kosman, NCHEC Examination Coordinator, Lisa Roth-Edwards, Judith Luebke, Coordinator, Jiunn-Jye Sheu, Kelly Wilson, Carolyn Cox, Jody Ruth Steinhart and Amos Aduroja, Vice-Coordinator.



The Division Board for Certification of Health Education Specialists (DBCHES) held their annual face-to-face meeting at the NCHEC Office on August 26-28, 2005. Pictured above from left to right - Front Row: Jean Stoll, Andrea James, Dixie Dennis, Bev Mahoney, Jacquie Rainey; Back Row: Danny Mielke, Eric Buhi, Vita Greco, Professional Examination Services (PES), Doris Zahner, PES.

THANK YOU

NCHEC would like to thank the following individuals who have devoted their time to serving on our Board of Commissioners and/or Division Boards for the term ending 2005.



Kelly Bishop Alley, BS, MA, CHES, Board of Commissioners - Immediate Past Chair

Whitney Boling, PhD, CHES, Board of Commissioners, At-Large.



David Kopec, PhD, CHES, Division Board for Professional Development, Director.

Danny R. Mielke, EdD, MPH, CHES, Division Board for Certification of Health Education Specialists, Director.



NEW CATEGORY I MULTIPLE EVENT PROVIDERS

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1955 North 59th Avenue, Glendale, AZ 85308
623-572-3222 www.azpha.org

Tobacco Prevention Resource Center
2500 NE 65th Avenue, Vancouver, WA 98661
360-750-7500, x303 www.tobaccoprc.org

PROMOTE YOUR PROFESSION

The dates for the 2006 CHES Examination are:
April 22nd and October 21st

Register online at www.nchec.org/becomeches/appforms.asp

Encourage a coworker or student to take the exam

NCHEC Election Results

NCHEC would like to welcome newly elected members to the Board of Commissioners and Division Boards for 2006.

Board of Commissioners
Frederick Schulze, DEd, CHES
Assistant Professor, Department of Health Sciences
Lock Haven University
Lock Haven, Pennsylvania

Division Board for Certification of Health Education Specialists
James McKenzie, BS, MEd, PhD, MPH, CHES
Professor, Ball State University
Muncie, Indiana

Division Board for Professional Development
Brenda Marshall, EdD, MS, BA, CHES
Professor, Montclair State University
Montclair, New Jersey

The National Commission for Health Education Credentialing, Inc Strategic Plan 2004-2008

The National Commission for Health Education Credentialing (NCHEC) is pleased to report progress on the five-year strategic plan for the years 2004-2008. This plan is guiding the activities of the organization around three major priority areas: 1) Enhance the value and worth of the CHES credential 2) Strengthen and support the NCHEC infrastructure and 3) Support credentialing activities. Goals, objectives, and evaluation measures have been identified for each of the three priority areas and a desired timeline indicated. Specific tasks have been assigned to the NCHEC Board of Commissioners, Division Boards, Officers, the Executive Director, various committees and NCHEC staff.

I. Enhance the value and worth of CHES credential

Goal	Objective	Evaluation Measure	Lead Role	By When	Status/ Completed
1.1 Create certification as a social norm	1.1.a Increase by 50% the number of active CHES	Number of active CHES in NCHEC database	DBPPP	31-Dec-08	In Progress
	1.1.b Develop marketing materials to promote state/local CHES requirements	<ul style="list-style-type: none"> ◆ Marketing materials produced. ◆ Copies of state rules/legislation 	MC	31-Dec-08	In Progress
1.2 Promote the value of the CHES credential	1.2.a Develop and implement a targeted marketing plan for CHES credential	<ul style="list-style-type: none"> ◆ Marketing plan produced. ◆ Quarterly report of strategies implemented 	MC	31-Dec-08	In Progress
	1.2.b Enhance public recognition of CHES		MC, DBD, BOC, ED	Ongoing	In Progress
	1.2.c Enhance professional recognition of CHES	◆ Annual presentations at professional conferences, national, state & local chapter meetings	MC, DBD, BOC, ED	Ongoing	In Progress
	1.2.d Enhance employer recognition of value of CHES		MC, DBD BOC, ED	Ongoing	In Progress

2. Strengthen and support the NCHEC infrastructure

Goal	Objective	Evaluation Measure	Lead Role	By When	Status/ Completed
2.1 Effective and efficient organizational operation	2.1.a Operate under a balanced budget	<ul style="list-style-type: none"> ◆ Revenues/ expenditures report ◆ Balanced Budget 	FC, ED, BOC	1-Jan-05	Dec 2005
	2.1.b All modules of the new database are completed & operational	<ul style="list-style-type: none"> ◆ Online recertifications ◆ Online exam applications ◆ Online transcripts 	Staff	31-Dec-04	Dec 2004
	2.1.c Update employee handbook	◆ Employee Policies & Procedures Handbook	PPC, ED	31-Dec-04	Dec 2004
	2.1.d Update Division Board Operating Codes	◆ Division Board Operating Codes	PPC	31-Dec-04	Dec 2004
	2.1.e Update written policies and procedures for office operations	<ul style="list-style-type: none"> ◆ Updated policies & procedures handbook ◆ New policies & procedures as necessary ◆ Annual review of policies & procedures, bylaws & operating codes 	PPC	31-Dec-05	In Progress
	2.1.f Create Board of Commissioners Operating Code	◆ BOC Operating Code	PPC	31-Dec-05	May 2005
	2.1.g Maintain standards of excellence in the credentialing of health educators	◆ Updates on credentialing industry standards.	ED	Ongoing	In Progress
	2.1.h Pursue NCCA Accreditation	NCCA Accreditation	ED	31-Dec-08	In Progress

The National Commission for Health Education Credentialing, Inc
Strategic Plan 2004-2008 (cont.)

2. Strengthen and support the NCHEC infrastructure (cont.)

Goal	Objective	Evaluation Measure	Lead Role	By When	Status/ Completed
2.2 Enhance support services to CHES	2.2.a Enable online application for CHES exam	♦ Online application available	Staff	31-Dec-04	Dec 2004
	2.2.b Implement online recertification process	♦ Online recertification available	Staff	31-Dec-04	Dec 2004
	2.2.c Expand online career services for CHES	♦ Posting of job announcements online ♦ Articles on career development ♦ Expanded relationships with professional partners ♦ Links to other job sites ♦ Online career services	BOC Chair, ED, Staff, MC	31-Dec-06	In Progress
	2.2.d Implement Expanded Opportunities for CECH	♦ Review of comments from public comment period ♦ Articles on Expanded Opportunities ♦ Expanded Opportunities mailed to CHES ♦ Revised Renewal/Recertification Policy Document	DBPD	31-Dec-04	Oct 2004

3. Support credentialing activities

Goal	Objective	Evaluation Measure	Lead Role	By When	Status/ Completed
3.1 To be the recognized certifying body at all levels for the health education profession	3.1.a Affirm status as the credentialing body for entry-level health educators	♦ Responsibilities defined in NCHEC bylaws	BOC, DBCHEs	30-Jun-06	In Progress
	3.1.b Become the credentialing body for advanced-level health education certification	♦ Responsibilities defined in NCHEC bylaws	BOC appointing ad hoc or DB to complete	30-Jun-06	In Progress
3.2 Update competencies of entry- and advanced-level health education specialists	3.2.a Distribute the new/revised competencies to the profession and to professional preparation programs	♦ Publication of entry-level and advanced-level(s) of competencies ♦ Report to professional preparation programs	DBPPP, BOC, CCH	30-Jun-06	In Progress
	3.2.b Develop new Framework document.	♦ Published Framework document	CCH	30-Jun-06	In Progress
	3.2.c Develop updated exam/eligibility requirements	♦ Report on eligibility requirements at all certification levels	DBCHEs	31-Dec-08	In Progress
	3.2.d Develop new study guide(s)	♦ Publication of study guide(s)	DBPPP	31-Dec-08	In Progress
3.3 To be recognized as a proponent of health education accreditation	3.3.a Determine the impact of the SOPHE/AAHE Accreditation Task Force's recommendations regarding accreditation on NCHEC	♦ Report on number of exam candidates from accredited schools and the percentage of existing accredited programs ♦ Make recommendation to the Board of Commissioners ♦ Official NCHEC position statement published	DBPPP, BOC	30-Jun-05	In Progress

Legend for Lead Role abbreviations in Strategic Plan

BOC = Board of Commissioners	DBPPP = Division Board for Professional, Preparation and Practice
CCH = CUP Copyright Holders	ED = Executive Director
DBD = Division Board Directors	FC = Finance Committee
DBCHEs = Division Board for Certification of Health Education Specialists	MC = Marketing Committee
DBPD = Division Board for Professional Development	PPC = Policies & Procedures Committee

CHES BULLETIN

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Stop by and visit the NCHEC Exhibits in 2006



Linda Lysoby, NCHEC's Executive Director met with former NCHEC Board Member Sherm Sowby at the AAHPERD Convention held in Chicago, IL in April 2005.

For more information on their conferences, visit the providers' website.

American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD) April 25-29, 2006, Salt Lake City, UT, www.aahperd.org

Society for Public Health Education (SOPHE) November 3-4, 2006, Boston, MA, www.sophe.org

American Public Health Association (APHA) November 4-8, 2006, Boston, MA, www.apha.org

For more continuing education opportunities visit www.nchec.org

THIRD HEALTH EDUCATION CONGRESS HEADED FOR DALLAS

The *Third National Congress on Institutions preparing Health Educators: Linking Assessment, Accountability and Improvement*, will be held February 23-25, 2006 at the Hilton Dallas Lincoln Centre. Sponsored by SOPHE and the American Association for Health Education, the meeting will invite up to two faculty from each institution preparing health educators. The objectives of the 2½ day meeting are to update professional preparation program administrators and faculty on the status of the move to a unified system of health education accreditation; disseminate the National Health Educators Competencies Update Project (CUP) findings; and communicate the steps necessary to prepare a program for accreditation and the current timeline for transition from approval to accreditation. Plenary sessions and hands-on workshops also will provide an opportunity for representatives to identify issues and build their capacity for transitioning to a unified accreditation system for the health education profession. The meeting is an out-growth of profession-wide discussions beginning in 2000 on the need to strength quality assurance and accountability in professional preparation of health educators. For more information, watch for registration information at www.healthedaccred.org or contact Elaine Auld at eauld@sophe.org.
