



*Credentialing Excellence in Health Education*

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**Certified Health Education Specialist (CHES)**  
**Master Certified Health Education Specialist (MCHES)**

**Policies and Procedures Handbook  
for Renewal and Recertification**

Effective 4/1/2011

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

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## **RENEWAL AND RECERTIFICATION**

- The CHES/MCHES credential must be renewed every year by payment of an annual fee.
- Recertification takes place every five years. Requirements for recertification include the accrual of Continuing Education Contact Hours (CECH) and payment of the annual fee.
- Renewal and recertification materials are distributed to CHES/MCHES four to six weeks before the renewal or recertification date. A transcript of CECH accumulated during the current five-year certification cycle is available at anytime on the NCHCEC Web site.

## **FEES**

### **RENEWAL/RECERTIFICATION FEES**

Annual Renewal Fee: \$55

Annual Retired Renewal Fee: \$15

Recertification Fee: \$55

1. CHES/MCHES who became certified in October must renew/recertify by September 30.
2. CHES/MCHES who became certified in April must renew/recertify by March 31.

### **LATE FEES:**

Late Fee: Up to three months late: \$25 (renewal + late fee = \$80)

**Late Status:** CHES/MCHES who have not paid their annual renewal fees by the deadline of the current certification year are considered late.

Reinstatement Fee: More than three months late: \$75 (renewal + late fee + reinstatement fee = \$155)

**Lapsed Status:** CHES/MCHES who have not paid their renewal or recertification fee within one year of the deadline are lapsed. They are no longer considered CHES/MCHES.

**ADDITIONAL FEE:** Returned Check Fee: \$25

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## **CERTIFICATION STATUS OPTIONS**

Circumstances may necessitate a change in status. The following options are available:

**EXTENSION:** CHES/MCHES who has paid his/her renewal fee for the current certification year but has not fulfilled all CECH requirements may request a one-year extension of his/her recertification cycle. Extension status may be granted for special circumstances including, but not limited to personal or family illness, graduate study, or foreign residency.

CHES/MCHES may request extension status for a maximum of two years during any five-year certification cycle (approved in one-year increments). A letter of explanation for the request must be submitted each year. At the end of the current renewal year, the CHES/MCHES will automatically return to active status as long as current renewal fees are paid.

While on extension status, a CHES/MCHES:

- May continue to earn CECH.
- Is not permitted to hold any elective NCHCEC office.
- Is not allowed to serve on any planning committee as a CHES/MCHES representative.

**RETIRED:** CHES/MCHES who is permanently retired from health education and is in active/good standing may apply for retired status. After retired status is approved and awarded, a retired CHES/MCHES must use CHES/MCHES (Ret.) after his/her name. Retired status is considered a permanent status. No CECH requirement exists for CHES/MCHES in retired status. The annual renewal fee is \$15.00.

**DISCIPLINARY POLICY**

The National Commission for Health Education Credentialing, Inc. (NCHEC) may temporarily suspend or permanently revoke an individual’s certification. The Order of Revocation or Suspension shall state clearly, and with reasonable particularity, grounds for suspension or revocation. The certification of a Certified Health Education Specialist (CHES) or Master Certified Health Education Specialist (MCHES) may be suspended or revoked for any reason deemed appropriate by NCHEC including, but not limited to, the following:

- Falsification of the certification application.
- Falsification of any information requested by NCHEC.
- Misrepresentation of certification status.
- Cheating (or reasonable evidence of intent to cheat) on the examinations.

Standard procedure will be for NCHEC to publish suspensions and revocations. Complaints regarding a credential holder’s behavior and suspected grounds for suspension or revocation must be sent in writing to the NCHEC Executive Director. Complaints will be reviewed by the Executive Committee of the NCHEC Board of Commissioners within 30 days of receipt by NCHEC and will be handled confidentially. Decisions will be presented in writing to the CHES or MCHES within 60 days of receipt of the complaint.

CHES/MCHES who wish to appeal a decision regarding suspension or revocation of their certification must do so in writing, stating the grounds for the appeal. This correspondence should be received by NCHEC within 30 days of NCHEC’s letter to the CHES/MCHES wherein the decision regarding suspension or revocation is revealed, and should be addressed to:

Executive Director  
National Commission for Health Education Credentialing, Inc.  
1541 Alta Drive, Suite 303, Whitehall, PA 18052-5642

**APPEALS POLICY**

An appeal procedure is available to any applicant or CHES/MCHES to contest any adverse decision affecting his/her CHES/MCHES examination eligibility or CHES/MCHES status. Any individual who does not file a request for an appeal within the required time limit shall waive the right to appeal.

**APPLICANTS/CHES/MCHES MAY APPEAL:**

<b>Adverse Decision Affected</b>	<b>NCHEC Decision-Making Body</b>
1. Exam Eligibility	Division Board for Professional Preparation and Practice
2. Recertification Status	Division Board for Professional Development
3. Suspension/Revocation of CHES/MCHES Status	Board of Commissioners

**APPLICANTS/CHES/MCHES CANNOT APPEAL:**

1. Actions taken by NCHEC in setting a passing score.
2. Established eligibility requirements.
3. Individual test items.
4. Test content validity.

## **DEFINITIONS**

An “adverse decision” shall mean any unfavorable decision made by NCHEC regarding one’s exam eligibility, CHES/MCHES renewal/recertification, or CHES/MCHES status.

## **PROCEDURE FOR APPEALS**

### **Filing the Appeal**

- An appeal will only be considered if postmarked within thirty calendar days following the postmark date on the envelope in which the appellant was notified of the adverse decision.
- NCHEC strongly suggests appeals be sent by certified mail or overnight courier service (UPS, FedEx, etc.) with return receipt requested. Appeals by facsimile or e-mail are not accepted.
- A fee of \$25 must be paid and is not refundable if the appeal is denied.
- An appeal must be submitted in writing (preferably typewritten) to the NCHEC Executive Director who will, in turn, submit it to the appropriate NCHEC decision-making body. The written appeal packet must contain the envelope from NCHEC showing the postmark date of the adverse decision.
- The appeal should identify the adverse decision being appealed and explicitly state the reasons for the appeal. The appeal shall set forth any new or additional information to be considered.
- The only additional information that may be submitted after the initial filing is that which is requested by the appropriate NCHEC decision-making body.

### **Review and Consideration**

- The appropriate NCHEC decision-making body shall review and consider a properly filed appeal during its next regularly scheduled monthly meeting.
- Where it deems necessary, a division board has the authority to request from the Board of Commissioners (BOC) an opinion regarding any aspect of the applicant’s appeal.
- The appropriate NCHEC decision-making body shall make a determination as to whether it will uphold the adverse decision or not, or order other action that it deems necessary.
- The NCHEC Executive Director shall notify the applicant of the appropriate NCHEC decision-making body’s decision, and the reasons therefore, within fifteen business days following the date of the appropriate NCHEC decision-making body’s decision.
- The appropriate NCHEC decision-making body’s decision is final.

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## **RECERTIFICATION REQUIREMENTS**

The purpose of professional certification is to ensure a high level of competence in the health education workforce. Maintenance of this competence is supported by continued training in the knowledge and methods of the field (Refer to CONTINUING EDUCATION below). After initial certification, each CHES/MCHES must earn a total of 75 Continuing Education Contact Hours (CECH) every five years to be recertified. At least 45 of these CECH must come from offerings by NCHEC preapproved designated providers (Category I); the remaining 30 CECH may come from other providers (Category II). CHES/MCHES may choose to earn all 75 CECH in Category I. MCHES are required to earn 30 CECH that are directly related to the advanced-level Sub-competencies from Category I and/or II for each certification cycle. Category I CECH opportunities are listed on the NCHEC Web site at [www.nchec.org](http://www.nchec.org). CHES/MCHES who are unable to meet the recertification requirement may request extension status. MCHES, who previously were active CHES, who cannot maintain the advanced certification, can revert back to the CHES level if they have met all requirements for the CHES certification.

### **EXCEPTION TO THE 45 CATEGORY I / 30 CATEGORY II CECH POLICY**

CHES/MCHES who live outside the continental United States may earn **all 75 CECH** through Category II activities.

## **CARRY OVER OF CECH**

CHES/MCHES who have accumulated in excess of 75 CECH at the end of their current five-year certification cycle will carry over a maximum of 15 Category I CECH into their next five-year certification cycle. For MCHES, the CECH (entry or advanced) will carry over as entry-level credits only. Category II hours are not eligible for carryover.

## **RECERTIFICATION BY EXAMINATION**

To recertify by examination a CHES/MCHES must:

- Meet the current eligibility criteria to sit for the examination.
- Apply and pay appropriate fees by the stated deadline for the examination using the official CHES/MCHES examination application form available through NCHEC or on the Web site ([www.nchec.org](http://www.nchec.org)).
- Pass the CHES/MCHES examination. (CHES/MCHES examinations are administered in April and October.)

Failure to pass the examination will result in expiration of CHES/MCHES certification effective at the end of the current five-year certification period.

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## **CONTINUING EDUCATION**

Opportunities for earning CECH are outlined in this document.

### **DEFINITIONS:**

**Areas of Responsibility** are the broad entry-level skills necessary for the practice of health education in all settings. Each Area of Responsibility is assigned related Competencies as outlined in *Appendix A*.

**Continuing Education Contact Hours (CECH)** are earned through participation in experiences that assist in the development or enhancement of the knowledge and/or skills directly related to the Areas of Responsibility and the individual's professional occupation.

**Professional Development** is the application of planned learning activities designed to maintain and enhance one's competence in health education following a previously attained level of professional preparation (adapted from "Report of the 2000 Joint Committee on Health Education and Promotion Terminology").

**Activities** are the individual methods (described within each of the activity types) by which CECH may be earned. As always, personal and professional integrity should guide all CECH claims and documentation.

**Designated Provider** is an organization pre-approved by NCHEC to provide CECH opportunities for CHES/MCHES.

**Category I entry** refers to CECH opportunities that relate to one or more of the Areas of Responsibility and have been preapproved by NCHEC (offered by *designated providers*).

**Category I advanced** refers to CECH opportunities that relate to one or more of the Areas of Responsibility, the advanced-level Sub-competencies, and have been preapproved by NCHEC (offered by *designated providers*).

**Category II entry** refers to CECH opportunities that relate to one or more of the *Areas of Responsibility*, but have *not* been preapproved by NCHEC (offered by *non-designated providers*).

**Category II advanced** refers to CECH opportunities that relate to one or more of the Areas of Responsibility and the advanced-level Sub-competencies but have not been preapproved by NCHEC (offered by *non-designated providers*).

**Documentation** is the evidence needed to support a CECH claim.

### EARNING CECH

- NCHEC encourages training in all the Areas of Responsibility, as continued competence in all Areas is essential to effective health education practice.
- CHES/MCHES may earn CECH through completion of any of the following activities:
  - Attendance at Professionals Meetings, Self-Study, Academic Preparation, Creative Endeavors, Professional Presentations, Professional Service and Advanced Professional Practice Activities.
- Each activity is worth a specific number of CECH, as defined in the following pages.
- **For CHES, CECH may not be claimed for activities, events, or experiences that are part of daily job requirements.**
- **For MCHES, CECH may be claimed for work-related activities, events, or experiences that relate to advanced-level Sub-competencies. Please refer to Continuing Education Contact Hours (CECH) opportunities listed in this handbook for accepted activities.**
- CECH for similar or closely-related activities may not be counted more than once. For example, CHES/MCHES may not claim dual or additional CECH for:
  - Concurrently taking a graduate thesis course *and* writing the thesis,
  - Attending seminars or workshops that are a normal part of a traineeship or mentorship for which CECH are claimed,
  - Publishing or republishing the same or a similar article in multiple publications or media (print or electronic),
  - Presenting at *and* attending the same session at a conference, or
  - Developing a data-collection instrument and publishing the research.
- As always, personal and professional integrity should guide all CECH claims and documentation.

### DOCUMENTATION OF CECH:

**Category I (preapproved) Activities:** After completion of a Category I program, the designated provider will report the activity directly to NCHEC and award a certificate of attendance/completion directly to the participating CHES/MCHES. The certificate will include the sponsor's designated provider number. CHES/MCHES should retain the certificate in their records – CHES/MCHES should **not** submit any Category I documentation to NCHEC unless requested.

**Category II (non-preapproved) Activities:** Due to the diversity of Category II opportunities, acceptable forms of documentation will vary (refer to the following tables for specifics). To claim CECH in Category II, CHES/MCHES will need to record not only the program information, but also how each activity relates to the Areas of Responsibility and/or advanced-level Sub-competencies. CHES/MCHES must fill out a *Category II CECH Claim Form* within 90 days following completion of a CECH activity. The claim form is included in *Appendix B* and is available on the NCHEC Web site ([www.nchec.org](http://www.nchec.org)).

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## **CONTINUING EDUCATION CONTACT HOUR (CECH) OPPORTUNITIES**

### **ATTENDANCE AT PROFESSIONAL MEETINGS**

Attendance at professional conferences, seminars, lectures, workshops, symposia, teleconferences, or other professional meetings offered by designated providers or other providers, in one or more of the Areas of Responsibility.

#### **PROFESSIONAL MEETINGS**

##### **Definition**

Attending or moderating educational sessions at conferences, seminars, or workshops. You *may not claim* time for lunches or breaks, or for attending poster sessions, networking sessions, business meetings, or non-educational periods.

**Applicable Categories**

*Category I (entry and advanced)*

*Category II (entry and advanced)*

**Eligible CECH**

1 CECH per hour of instruction

**Documentation**

*Category I (entry and advanced):* certificate of attendance/completion

*Category II (entry and advanced):* official proof of attendance (e.g., certificate of attendance or copy of registration and meeting schedule with attended sessions highlighted).

**SELF-STUDY**

Reading the professional literature or completing an independent study offered by designated providers, or other providers, in one or more of the Areas of Responsibility.

**PROFESSIONAL READING****Definition**

Reading an article from a preapproved journal (print or electronic) and submitting the related learning assessment to the designated provider.

**Applicable Categories**

*Category I (entry and advanced) only*

**Eligible CECH**

Number of contact hours awarded by the designated provider.

**Documentation**

*Category I (entry and advanced):* certificate of completion

**INDEPENDENT STUDY****Definition**

Formal independent study of a topic through audio, video, compact disc, publication, computer-based or Internet-based learning module of at least one hour in length. Must be sponsored by a professional body or organization.

**Applicable Categories**

*Category I (entry)*

*Category II (entry and advanced)*

**Eligible CECH**

Number of CECH awarded by the provider

**Documentation**

*Category I (entry):* certification of completion

*Category II (entry and advanced):* official certification of completion from sponsoring organization and outline of the module

**PARTICIPATING IN A PROFESSIONAL (NONACADEMIC) TRAINING EXPERIENCE****Definition**

Participation as a learner in a planned and supervised training or mentoring program that is not part of an academic curriculum. Activity must not be part of daily work responsibilities. *Examples:* professional internship, study tour, mentoring relationship, leadership institute, professional fellowship. Supervision and evaluation by a health educator is required. A formal letter of agreement or contract between the trainee and the organization responsible for the training must be signed before the experience begins.

**Applicable Categories**

*Category I (entry and advanced)*

*Category II (entry and advanced)*

**Eligible CECH**

1 CECH for each 10 hours of involvement

**Documentation**

*Category I (entry and advanced):* certificate of completion

*Category II (entry and advanced):* copy of formal agreement or written documentation of agreement and log of actual contact time with supervisor's signature

**ACADEMIC PREPARATION**

Academic activities completed after becoming certified that enhance knowledge and skills directly related to one or more of the Areas of Responsibility.

**TAKING AN ACADEMIC COURSE OR TRAINEESHIP****Definition**

Successful completion of a health education course or field experience from an accredited college or university.

*Examples:* on-campus course, distance education or correspondence course, academic traineeship, internship, fieldwork, fellowship, preceptorship, or study tour. CECH may be claimed only once for a given course or fieldwork.

**Applicable Categories**

*Category I (entry and advanced):* awarded for specific courses offered by college or university approved as designated providers

*Category II (entry and advanced):* awarded for courses offered by college or universities that are not approved as designated providers

**Eligible CECH**

- 3 CECH per semester credit hour
- 2 CECH per trimester credit hour
- 2 CECH per quarter credit hour
- Example: a semester 3-credit-hour course would earn 9 CECH*

**Documentation**

- Category I (entry and advanced):* certificate of completion
- Category II (entry and advanced):* official proof of completion from sponsoring institution or copy of transcript listing the course or Traineeship

**AUTHORING A THESIS OR DISSERTATION****Definition**

Authorship and acceptance of a master's thesis or doctoral dissertation prepared in partial fulfillment of a health education related graduate degree program.

**Applicable Categories**

- Category I (entry and advanced):* awarded for acceptance of a thesis or dissertation by a college or university approved as a designated provider
- Category II (entry and advanced):* awarded for acceptance of a thesis or dissertation by a college or university not approved as a designated Provider

**Eligible CECH**

- Acceptance of Dissertation:* 20 CECH
- Acceptance of Thesis:* 15 CECH

**Documentation**

- Category I (entry and advanced):* certificate of completion
- Category II (entry and advanced):* copy of title page and table of contents *and* letter of acceptance of the thesis or dissertation by the college or university

**CREATIVE ENDEAVORS**

Creative and scholarly activities including the creation of original materials or products for use by professionals or the lay public and/or authorship resulting in the publication of articles, books, chapters, monographs or reports relating to one or more of the Areas of Responsibility.

**AUTHORSHIP OF A BOOK CHAPTER, MONOGRAPH OR REPORT****Definition**

Authorship and publication of an *original* book chapter, comprehensive study, or report of a topic relevant to health education. All authorship activities must involve substantive contributions and not mere proofreading. CECH may not be claimed for revisions.

**Applicable Categories**

- Category II (entry and advanced) only*

**Eligible CECH**

- Sole Author:* 5 CECH
- Co-Author:* 3 CECH

**Documentation**

- Category II (entry and advanced):* copy of title page and table of contents *and* full bibliographic citation

**AUTHORSHIP OR EDITORSHIP OF A BOOK/TEXT IN THE FIELD OF HEALTH EDUCATION****Definition**

Authorship or editing and publication of an *original* multi-chapter book on a topic relevant to health education. All authorship and editing activities must involve substantive contributions and not mere proofreading. CECH may not be claimed for subsequent editions.

**Applicable Categories**

- Category II (entry and advanced) only*

**Eligible CECH**

- Sole Author:* 30 CECH
- Co-Author:* 20 CECH
- Sole Editor:* 15 CECH
- Co-Editor:* 10 CECH

**Documentation**

- Category II (entry and advanced):* copy of title page *and* table of contents *and* full bibliographic citation

**AUTHORSHIP OF AN ARTICLE IN A PEER-REVIEWED PUBLICATION****Definition**

Authorship and publication in a peer-reviewed journal (print or electronic) of an *original* article addressing a health education topic for a professional audience. All authorship activities must involve substantive contributions and not mere proofreading. CECH may not be claimed for reprints, duplications, or revisions of the same article in different publications.

**Applicable Categories**

- Category I (entry and advanced):* awarded for articles in journals published by a designated provider
- Category II (entry and advanced):* awarded for articles in journals not published by a designated provider

**Eligible CECH**

*Sole Author:* 5 CECH per article

*Co-Author:* 3 CECH per article

**Documentation**

*Category I (entry and advanced):* copy of first page of article *and* full bibliographic citation

*Category II (entry and advanced):* copy of first page of article *and* full bibliographic citation

**AUTHORSHIP OF AN ARTICLE IN A NON-PEER REVIEWED PUBLICATION****Definition**

Authorship and publication in a *non-peer reviewed* journal or other print or electric medium (magazine, newsletter, Web site, etc.) of an *original* article addressing a health education topic for a professional or lay audience. All authorship activities must involve substantive contributions and not mere proofreading. Units may not be claimed for reprints, duplications, or revisions of the same article appearing in different publications.

**Applicable Categories**

*Category II (entry)* only

**Eligible CECH**

*Sole Author:* 4 CECH per article

*Co-Author:* 2 CECH per article

**Documentation**

*Category II (entry)* : copy of first page of article *and* full bibliographic citation

**PRODUCT DEVELOPMENT****Definition**

Designing or developing *original* health education products for professional or lay use. *Examples:* programs or learning tools on audio, videotapes or CD-ROM, Web and Internet products, manuals, brochures, surveys and other assessment or evaluation instruments. CECH may be claimed only once for a given product. CECH may not be claimed for revisions or improvements to a product.

**Applicable Categories**

*Category II (entry)* only

**Eligible CECH**

*Sole Developer:* 5 CECH per product

*Co-Developer:* 3 CECH per product

**Documentation**

*Category II (entry):* copy of official copyright notice or copy of product itself

**DEVELOPMENT OF A TRAINING MODULE OR COURSE****Definition**

Development of an *original* teaching/training module or course for a student or professional audience in either an academic or training setting. CECH are awarded by the length of the planned period of instruction. *Examples:* a single developer of a four-hour teaching module may claim up to 2 CECH; a co-developer of a 40-hour training course may claim up to 4 CECH. CECH may be claimed only once for developing a given curriculum. CECH may not be claimed for revisions.

**Applicable Categories**

*Category II (entry and advanced)* only

**Eligible CECH**

*Sole Author:* 1 CECH per two hours of planned instruction (30 CECH maximum)

*Co-Author:* 1 CECH per 10 hours of planned instruction (30 CECH maximum)

**Documentation**

*Category II (entry and advanced):* copy of title page and table of contents *and* description of content learning objectives

**PROFESSIONAL PRESENTATIONS**

Presentations on topics related to one or more of the Areas of Responsibility delivered to professional audiences in person or electronically in video or audio format.

**PRESENTING****Definition**

Offering an *original* oral or audiovisual presentation at an event attended by a professional audience. *Examples:* 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. A CHES/MCHES applying for CECH as a presenter also may not claim CECH for attending the session in which the presentation was made.

**Applicable Categories**

*Category I (entry and advanced):* awarded for presentations at sessions offering Category I credit for attendees

*Category II (entry and advanced):* awarded for presentations at sessions not offering Category I credit for attendees

**Eligible CECH**

2 CECH per hour of instruction. All speakers/presenters receive equal credit.

**Documentation**

*Category I (entry and advanced):* certification of completion

*Category II (entry and advanced):* proof of the presentation (program announcement or thank you letter) indicating its duration

## **PREPARING OR PRESENTING POSTER SESSION**

### **Definition**

Authorship of an *original* research or practice-based project display or poster presented at a professional meeting. Must include formal learning objectives. CECH may not be claimed for repeat or duplication presentations of the same or revised information.

### **Applicable Categories**

*Category I (entry and advanced)*: awarded for presentations/attendance at conferences offering Category I credit (at provider's discretion)

*Category II (entry and advanced)*: awarded for presentations/attendance at conferences not offering Category I credit

### **Eligible CECH**

1 CECH per conference. All authors/presenters receive equal credit.

### **Documentation**

*Category I (entry and advanced)*: certification of completion

*Category II (entry and advanced)*: proof of the presentation (program, announcement or letter of acceptance)

## **PROFESSIONAL SERVICE**

Activities involving leadership in the profession and the community, including teaching, precepting, mentoring, and volunteering in areas of service focusing on one or more of the Areas of Responsibility.

## **REVIEWING APPLICATIONS FOR FUNDING OR PROGRAM ACCREDITATION APPLICATIONS**

### **Definition**

Service on a funding application or program accreditation review board/committee.

### **Applicable Categories**

*Category II (entry and advanced)* only

### **Eligible CECH**

3 CECH per calendar year of activity

### **Documentation**

*Category II (entry and advanced)*: copy of letter of invitation or appreciation

## **REVIEWING MANUSCRIPTS FOR PEER-REVIEWED JOURNALS**

### **Definition**

Serving as a reviewer of manuscripts related to health education for a peer-reviewed journal.

### **Applicable Categories**

*Category I (entry and advanced)*: awarded for reviewing submissions to journals published by designated providers

*Category II (entry and advanced)*: awarded for reviewing submissions to journals not published by designated providers

### **Eligible CECH**

3 CECH per calendar year of activity for each journal

### **Documentation**

*Category I (entry and advanced)*: certification of completion

*Category II (entry and advanced)*: copy of letter of appreciation

## **ACTING AS A MENTOR**

### **Definition**

Serving as a formal mentor providing professional guidance to another professional within the same organization or in another organization. (This excludes student interns and student teachers). Activity must not be part of daily work responsibilities, and must be considered a professional growth experience. A formal letter of agreement or contract between the mentee and the mentor responsible for the training must be signed before the experience begins.

### **Applicable Categories**

*Category II (entry and advanced)* only

### **Eligible CECH**

1 CECH per calendar month of activity for each individual mentored

### **Documentation**

*Category II (entry and advanced)*: letter of agreement or written documentation indicating the nature and duration of the mentorship

## **PROFESSIONAL LEADERSHIP IN A HEALTH EDUCATION ORGANIZATION**

### **Definition**

Active service in a voluntary leadership position within a health education related organization. *Examples*: serving on boards or committees, planning conferences, advocating for the health education profession.

### **Applicable Categories**

*Category II (entry and advanced)* only

### **Eligible CECH**

1 CECH per organization per calendar year

### **Documentation**

*Category II*: proof of service (letter from supervisor or board, letterhead or notice in organizational directory) indicating the duration of term

## ADVANCED PROFESSIONAL PRACTICE – MCHES ONLY SECTION

### **CREATIVE ENDEAVORS**

Creative and scholarly activities including the creation of original materials or products for use by professionals or the lay public and/or authorship resulting in the publication of articles, books, chapters, monographs or reports relating to one or more of the Areas of Responsibility.

### **DEVELOPMENT OF A TRAIN-THE-TRAINER CURRICULUM FOR HEALTH EDUCATION PROFESSIONALS**

#### **Definition**

Development of an *original* train-the-trainer curriculum for professional health educators involved in the implementation of health education interventions. Conduct research, literature reviews or identify evidence-based strategies to assist with the development of a training curriculum, incorporating theories (Stages of Change, Social Cognitive Theory, etc.) into the curriculum. Develop learning objectives. Determine learning style for target audience and materials and tools needed for the training (incentives, equipment, handouts, etc.).

#### **Applicable Categories**

*Category II (advanced)* only

#### **Eligible CECH**

5 CECH

#### **Documentation**

*Category II (advanced)*: summary/outline of curriculum *and* reference of current practices

### **DEVELOPMENT OF A HEALTH EDUCATION COURSE OR CURRICULUM**

#### **Definition**

Development of an *original* teaching/training course or curriculum for a graduate-level student or professional audience in either an academic or training setting.

#### **Applicable Categories**

*Category II (advanced)* only

#### **Eligible CECH**

5 CECH

#### **Documentation**

*Category II (advanced)*: copy of title page *and* table of contents *and* copy of course syllabus *and* summary document of curriculum

### **DESIGN A HEALTH-RELATED TRAINING PROGRAM USING VARIOUS LEARNING THEORIES**

#### **Definition**

Development of an *original* training for professional health educators/audiences in either an academic or training setting. Health education and adult learning theories will be utilized to develop or adapt the training programs.

#### **Applicable Categories**

*Category II (advanced)* only

#### **Eligible CECH**

5 CECH

#### **Documentation**

*Category II (advanced)*: copy of title page *and* table of contents; copy of training syllabus *and* summary document of curriculum

### **DEVELOPMENT OF FUNDING PROPOSALS FOR GRANTS, CONTRACTS, AND/OR COOPERATIVE AGREEMENTS**

#### **Definition**

Participate in the procurement of fiscal resources for an agency and/or organization through the writing of funding proposals for grants, contracts and/or cooperative agreements.

#### **Applicable Categories**

*Category II (advanced)* only

#### **Eligible CECH**

4 CECH

#### **Documentation**

*Category II (advanced)*: proof of submission *and* copy of solicitation *and* application cover page or award letter

### **PROFESSIONAL PRESENTATIONS**

Presentations on topics related to one or more of the Areas of Responsibility delivered to professional audiences in person, or electronically in video or audio format.

### **PRESENTING RESEARCH FINDINGS AT PROFESSIONAL CONFERENCES**

#### **Definition**

Authorship of an original research project presented at a professional meeting. The research will be presented utilizing various instructional methods such as developing a video, giving a lecture or interview via an electronic format with the purpose of disseminating the research findings.

#### **Applicable Categories**

*Category I (advanced)*: awarded for presentations/attendance at conferences offering Category I credit (at provider's discretion)

*Category II (advanced)*: awarded for presentations/attendance at conferences not offering Category I credit

#### **Eligible CECH**

3 CECH

**Documentation**

*Category I (advanced):* certification of completion

*Category II (advanced):* proof of the presentation (program, announcement or letter of acceptance)

**PROGRAM DEVELOPMENT**

Health education program and development activities that require advanced skills and capabilities gained through professional work or volunteer experience and/or academic preparation. These activities must be related to Responsibilities I or II and reflect advanced-level Sub-competencies.

**FACILITATE STAKEHOLDER WORKGROUPS****Definition**

Active identification, recruitment, and engagement of stakeholders on various levels: local, regional, state, or national to participate in assessment and planning processes related to health and health education issues.

**Applicable Categories**

*Category II (advanced)* only

**Eligible CECH**

2 CECH per year

**Documentation**

*Category II (advanced):* proof of service (executive summary of workgroup activities, rosters, agendas), including the duration

**COORDINATE A COMMUNITY ASSESSMENT PROCESS****Definition**

Active coordination of a community assessment process utilizing best practices models. Coordination includes identifying and recruiting stakeholders and key community and agency/governmental leaders; defining community needs; developing objectives, and planning activities to meet the needs of the community through priority setting, policy, and environmental changes, regulations and organization.

**Applicable Categories**

*Category II (advanced)* only

**Eligible CECH**

5 CECH per year

**Documentation**

*Category II (advanced):* summary report of process/analysis

**DEVELOP RECOMMENDATIONS FROM DATA FINDINGS****Definition**

Combine information from assessment findings into a series of recommendations that will help to determine health education needs.

**Applicable Categories**

*Category II (advanced)* only

**Eligible CECH**

1 CECH per list of recommendations

**Documentation**

*Category II (advanced):* list of recommendations

**INCORPORATE HEALTH EDUCATION PLANNING PROCESSES INTO THE DEVELOPMENT OF PROGRAMS AND INITIATIVES****Definition**

Utilize assessment results to select best practice planning models and formulate goals and S.M.A.R.T. objectives for program planning.

**Applicable Categories**

*Category II (advanced)* only

**Eligible CECH**

2 CECH per program plan

**Documentation**

*Category II (advanced):* plan summary; identification of planning models

**PROFESSIONAL SERVICE**

Activities involving leadership in the profession and the community, including teaching, precepting, mentoring, and volunteering in areas of service focusing on one or more of the Areas of Responsibility.

**SERVICE ON PLANNING GROUPS/BOARDS****Definition**

Active service in a leadership position on local, state, regional, or national planning groups/boards to address major health education issues.

**Applicable Categories**

*Category II (advanced)* only

**Eligible CECH**

2 CECH per group per calendar year

**Documentation**

*Category II (advanced):* proof of service (letter from supervisor or board, letterhead or notice in organizational directory), including the duration

## **ACTING AS AN INTERNSHIP OR PRACTICUM PRECEPTOR**

### **Definition**

Serving as a formal advisor/supervisor providing professional guidance to another professional within the same organization or in another organization that enhances the professional growth and development of the staff or volunteer.

### **Applicable Categories**

*Category II (advanced) only*

### **Eligible CECH**

2 CECH per preceptorship

### **Documentation**

*Category II (advanced):* letter of agreement or written documentation indicating the nature and duration of the internship/preceptorship

## **RESEARCH AND EVALUATION**

Systematic study, investigation, and assessment of health education topics, problems, or practice. These activities must be related to one or more Areas of Responsibility and reflect advanced-level Sub-competencies.

## **CONDUCT A ROOT CAUSE ANALYSIS**

### **Definition**

Use this process to determine barriers/obstacles or factors that impede health education and the learning processes. Use critical thinking, synthesis, and application skills in the process.

### **Applicable Categories**

*Category II (advanced) only*

### **Eligible CECH**

3 CECH per analysis

### **Documentation**

*Category II (advanced):* analysis report

## **CONDUCT A GAP ANALYSIS**

### **Definition**

Use this process to determine gaps in services, resources, technology, or data that impede health education and the learning processes. Use critical thinking, synthesis, and application skills in the process.

### **Applicable Categories**

*Category II (advanced) only*

### **Eligible CECH**

3 CECH per analysis

### **Documentation**

*Category II (advanced):* analysis report

## **CONDUCT A PLAN ANALYSIS**

### **Definition**

Use this process to determine planning activities that should accompany program/project development. Use critical thinking, synthesis and application skills in the process.

### **Applicable Categories**

*Category II (advanced) only*

### **Eligible CECH**

3 CECH per analysis

### **Documentation**

*Category II (advanced):* analysis report and timeline

## **ASSESSMENT OF TRAINING NEEDS**

### **Definition**

Assess the training needs of individuals involved in the implementation of health education by utilizing techniques, such as formative research (focus groups), in-depth interviews, surveys, learning assessment, etc. to determine the training needs and/or learning styles of the target audience.

### **Applicable Categories**

*Category II (advanced) only*

### **Eligible CECH**

3 CECH per training

### **Documentation**

*Category II (advanced):* assessment report summary

## **EVALUATE HEALTH EDUCATION TRAINING PROGRAMS**

### **Definition**

Develop an evaluation tool to assess or evaluate participant's knowledge, skills, understanding or training content and readiness to train others utilizing pre-post tests, surveys, and questionnaires, etc.

### **Applicable Categories**

*Category II (advanced) only*

### **Eligible CECH**

3 CECH per report

<p><b>Documentation</b>  <i>Category II (advanced):</i> evaluation report</p>
<p><b>DEVELOPMENT OF EVALUATION/RESEARCH AND DATA ANALYSIS PLANS</b>  <b>Definition</b>  Conduct formative research before or during a public health program and conduct program evaluation based on research and data.  <b>Applicable Categories</b>  <i>Category II (advanced)</i> only  <b>Eligible CECH</b>  3 CECH per plan  <b>Documentation</b>  <i>Category II (advanced):</i> summary of the plan</p>
<p><b>DEVELOPMENT OF SURVEILLANCE PLANS</b>  <b>Definition</b>  The systematic collection of data, the management, summarization and analysis of the data into a user-friendly format to guide the development of health education programs and initiatives.  <b>Applicable Categories</b>  <i>Category II (advanced)</i> only  <b>Eligible CECH</b>  4 CECH per plan  <b>Documentation</b>  <i>Category II (advanced):</i> summary of the plan</p>
<p><b>DEVELOPMENT OF A DATA COLLECTION INSTRUMENT FOR RESEARCH</b>  <b>Definition</b>  Develop data collection instruments to be utilized in research. CECH for similar or closely-related activities may not be counted more than once.  <b>Applicable Categories</b>  <i>Category II (advanced)</i> only  <b>Eligible CECH</b>  3 CECH per instrument  <b>Documentation</b>  <i>Category II (advanced):</i> copy of the instrument</p>
<p><b>CONDUCT A FEASIBILITY STUDY</b>  <b>Definition</b>  Conduct a feasibility study to determine how best to implement research findings.  <b>Applicable Categories</b>  <i>Category II (advanced)</i> only  <b>Eligible CECH</b>  3 CECH per study  <b>Documentation</b>  <i>Category II (advanced):</i> summary of the feasibility study</p>
<p><b>CONDUCT A STAKEHOLDER ANALYSIS</b>  <b>Definition</b>  Conduct a stakeholder analysis to determine the investment of individuals and organizations in the planning, implementation and evaluation of health education programs.  <b>Applicable Categories</b>  <i>Category II (advanced)</i> only  <b>Eligible CECH</b>  2 CECH per analysis  <b>Documentation</b>  <i>Category II (advanced):</i> summary of the analysis report</p>
<p><b><u>ADMINISTRATION AND MANAGEMENT</u></b>  Activities that reflect primary responsibility for planning, organizing, directing, coordinating, and developing health education programs, projects, resources, staff and/or agencies. These activities must be related to one or more Areas of Responsibility and reflect advanced level sub-competencies.</p>
<p><b>DEVELOPMENT OF AN AGENCY/PROGRAM BUDGET</b>  <b>Definition</b>  Participation in the development of an agency or project budget and providing data for monitoring and evaluation of resources.  <b>Applicable Categories</b>  <i>Category II (advanced)</i> only  <b>Eligible CECH</b>  3 CECH per budget  <b>Documentation</b>  <i>Category II (advanced):</i> letter from supervisor or organization</p>

<p><b>MANAGEMENT OF PROGRAM BUDGETS</b></p> <p><b>Definition</b> Participate in the monitoring and management of program budgets.</p> <p><b>Applicable Categories</b> <i>Category II (advanced) only</i></p> <p><b>Eligible CECH</b> 4 CECH per budget</p> <p><b>Documentation</b> <i>Category II (advanced):</i> letter from supervisor or organization</p>
<p><b>DEVELOPMENT OF PROGRESS REPORTS</b></p> <p><b>Definition</b> Analyze data and write progress reports for health education program improvement and continuation.</p> <p><b>Applicable Categories</b> <i>Category II (advanced) only</i></p> <p><b>Eligible CECH</b> 5 CECH per report</p> <p><b>Documentation</b> <i>Category II (advanced):</i> summary report</p>
<p><b>DEVELOPMENT OF MEMORANDA OF AGREEMENT OR UNDERSTANDING WITH STAKEHOLDERS</b></p> <p><b>Definition</b> Engage stakeholders in the development of health education plans and programs through formal agreements.</p> <p><b>Applicable Categories</b> <i>Category II (advanced) only</i></p> <p><b>Eligible CECH</b> 2 CECH per MOU/MOA</p> <p><b>Documentation</b> <i>Category II (advanced):</i> copy of MOU/MOA</p>
<p><b>DEVELOPMENT OF A PROFESSIONAL DEVELOPMENT PLAN FOR VOLUNTEERS</b></p> <p><b>Definition</b> Work with volunteers to develop goals relating to competence/skills that can be used for planning, implementation and evaluation of health education activities.</p> <p><b>Applicable Categories</b> <i>Category II (advanced) only</i></p> <p><b>Eligible CECH</b> 3 CECH per plan</p> <p><b>Documentation</b> <i>Category II (advanced):</i> letter from supervisor or organization and summary of the plan</p>
<p><b>DEVELOPMENT OF A PROFESSIONAL DEVELOPMENT PLAN FOR STAFF</b></p> <p><b>Definition</b> Work with staff to develop goals relating to competence/skills that can be used to assist them in developing career paths and for planning, implementation and evaluation of health education activities.</p> <p><b>Applicable Categories</b> <i>Category II (advanced) only</i></p> <p><b>Eligible CECH</b> 3 CECH per plan</p> <p><b>Documentation</b> <i>Category II (advanced):</i> letter from supervisor and summary of the plan</p>
<p><b>USE HUMAN RESOURCE AND WORKFORCE DEVELOPMENT STRATEGIES</b></p> <p><b>Definition</b> Use human resource and workforce development strategies to enhance the skills of staff and volunteers for conflict prevention, mediation and career development.</p> <p><b>Applicable Categories</b> <i>Category II (advanced) only</i></p> <p><b>Eligible CECH</b> 2 CECH per occasion</p> <p><b>Documentation</b> <i>Category II (advanced):</i> summary of strategies used</p>
<p><b>DEVELOP PARTNERSHIPS TO SUPPORT HEALTH EDUCATION</b></p> <p><b>Definition</b> Identify and recruit partners and assess their capacity to meet program goals. Continually assess the partnership sustainability.</p> <p><b>Applicable Categories</b> <i>Category II (advanced) only</i></p> <p><b>Eligible CECH</b> 3 CECH per year</p>

**Documentation**

*Category II (advanced):* copies of MOUs/MOAs or letters of support from partners

**CONSULTATION**

Provide specific professional expertise to health topics, issues, programs, and/or projects by invitation or agreement. These activities must be related to one or more Areas of Responsibility and reflect advanced-level Sub-competencies.

**ITEM WRITING****Definition**

Writing exam questions for certification/credentialing organizations.

**Applicable Categories**

*Category II (advanced)* only

**Eligible CECH**

5 CECH per year

**Documentation**

*Category II (advanced):* committee list; letter from organization

**PROVISION OF HEALTH EDUCATION EXPERTISE****Definition**

Provide expert assistance to individuals and organizations on health-related issues/projects outside normal work duties.

**Applicable Categories**

*Category II (advanced)* only

**Eligible CECH**

5 CECH per agreement

**Documentation**

*Category II (advanced):* consulting invitation/agreement or letter from organization

**CONTRIBUTE TO THE DEVELOPMENT OF HEALTH PROMOTION POLICY****Definition**

Provide technical assistance and expertise to agencies/organizations in the development of policies that support health-related and health education activities.

**Applicable Categories**

*Category II (advanced)* only

**Eligible CECH**

3 CECH per policy

**Documentation**

*Category II (advanced):* copy of policy and letter of support with proof of involvement

## APPENDIX A: CHES/MCHES RESPONSIBILITIES, COMPETENCIES, AND ADVANCED-LEVEL SUB-COMPETENCIES

The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified through the 2010 Health Educator Job Analysis Project. The Sub-competencies shaded are advanced-level only. All others are entry and advanced.

### AREA OF RESPONSIBILITY I: ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION

#### COMPETENCY 1.1: PLAN ASSESSMENT PROCESS

- 1.1.1 Identify existing and needed resources to conduct assessments
- 1.1.2 Identify stakeholders to participate in the assessment process
- 1.1.3 Apply theories and models to develop assessment strategies
- 1.1.4 Develop plans for data collection, analysis, and interpretation
- 1.1.5 Engage stakeholders to participate in the assessment process
- 1.1.6 Integrate research designs, methods, and instruments into assessment plan

#### COMPETENCY 1.2: ACCESS EXISTING INFORMATION AND DATA RELATED TO HEALTH

- 1.2.1 Identify sources of data related to health
- 1.2.2 Critique sources of health information using theory and evidence from the literature
- 1.2.3 Select valid sources of information about health
- 1.2.4 Identify gaps in data using theories and assessment models
- 1.2.5 Establish collaborative relationships and agreements that facilitate access to data
- 1.2.6 Conduct searches of existing databases for specific health-related data

#### COMPETENCY 1.3: COLLECT QUANTITATIVE AND/OR QUALITATIVE DATA RELATED TO HEALTH

- 1.3.1 Collect primary and/or secondary data
- 1.3.2 Integrate primary data with secondary data
- 1.3.3 Identify data collection instruments and methods
- 1.3.4 Develop data collection instruments and methods
- 1.3.5 Train personnel and stakeholders regarding data collection
- 1.3.6 Use data collection instruments and methods
- 1.3.7 Employ ethical standards when collecting data

#### COMPETENCY 1.4: EXAMINE RELATIONSHIPS AMONG BEHAVIORAL, ENVIRONMENTAL AND GENETIC FACTORS THAT ENHANCE OR COMPROMISE HEALTH

- 1.4.1 Identify factors that influence health behaviors
- 1.4.2 Analyze factors that influence health behaviors
- 1.4.3 Identify factors that enhance or compromise health
- 1.4.4 Analyze factors that enhance or compromise health

#### COMPETENCY 1.5: EXAMINE FACTORS THAT INFLUENCE THE LEARNING PROCESS

- 1.5.1 Identify factors that foster or hinder the learning process
- 1.5.2 Analyze factors that foster or hinder the learning process
- 1.5.3 Identify factors that foster or hinder attitudes and belief
- 1.5.4 Analyze factors that foster or hinder attitudes and beliefs
- 1.5.5 Identify factors that foster or hinder skill building
- 1.5.6 Analyze factors that foster or hinder skill building

#### COMPETENCY 1.6: EXAMINE FACTORS THAT ENHANCE OR COMPROMISE THE PROCESS OF HEALTH EDUCATION

- 1.6.1 Determine the extent of available health education programs, interventions, and policies
- 1.6.2 Assess the quality of available health education programs, interventions, and policies
- 1.6.3 Identify existing and potential partners for the provision of health education
- 1.6.4 Assess social, environmental, and political conditions that may impact health education
- 1.6.5 Analyze the capacity for developing needed health education
- 1.6.6 Assess the need for resources to foster health education

#### COMPETENCY 1.7: INFER NEEDS FOR HEALTH EDUCATION BASED ON ASSESSMENT FINDINGS

- 1.7.1 Analyze assessment findings
- 1.7.2 Synthesize assessment findings
- 1.7.3 Prioritize health education needs
- 1.7.4 Identify emerging health education needs
- 1.7.5 Report assessment findings

## **AREA OF RESPONSIBILITY II: PLAN HEALTH EDUCATION**

### **COMPETENCY 2.1: INVOLVE PRIORITY POPULATIONS AND OTHER STAKEHOLDERS IN THE PLANNING PROCESS**

- 2.1.1 Incorporate principles of community organization
- 2.1.2 Identify priority populations and other stakeholders
- 2.1.3 Communicate need for health education to priority populations and other stakeholders
- 2.1.4 Develop collaborative efforts among priority populations and other stakeholders
- 2.1.5 Elicit input from priority populations and other stakeholders
- 2.1.6 Obtain commitments from priority populations and other stakeholders

### **COMPETENCY 2.2: DEVELOP GOALS AND OBJECTIVES**

- 2.2.1 Use assessment results to inform the planning process
- 2.2.2 Identify desired outcomes utilizing the needs assessment results
- 2.2.3 Select planning model(s) for health education
- 2.2.4 Develop goal statements
- 2.2.5 Formulate specific, measurable, attainable, realistic, and time-sensitive objectives
- 2.2.6 Assess resources needed to achieve objectives

### **COMPETENCY 2.3: SELECT OR DESIGN STRATEGIES AND INTERVENTIONS**

- 2.3.1 Assess efficacy of various strategies to ensure consistency with objectives
- 2.3.2 Design theory-based strategies and interventions to achieve stated objectives
- 2.3.3 Select a variety of strategies and interventions to achieve stated objectives
- 2.3.4 Comply with legal and ethical principles in designing strategies and interventions
- 2.3.5 Apply principles of cultural competence in selecting and designing strategies and interventions
- 2.3.6 Pilot test strategies and interventions

### **COMPETENCY 2.4: DEVELOP A SCOPE AND SEQUENCE FOR THE DELIVERY OF HEALTH EDUCATION**

- 2.4.1 Determine the range of health education needed to achieve goals and objectives
- 2.4.2 Select resources required to implement health education
- 2.4.3 Use logic models to guide the planning process
- 2.4.4 Organize health education into a logical sequence
- 2.4.5 Develop a timeline for the delivery of health education
- 2.4.6 Analyze the opportunity for integrating health education into other programs
- 2.4.7 Develop a process for integrating health education into other programs

### **COMPETENCY 2.5: ADDRESS FACTORS THAT AFFECT IMPLEMENTATION**

- 2.5.1 Identify factors that foster or hinder implementation
- 2.5.2 Analyze factors that foster or hinder implementation
- 2.5.3 Use findings of pilot to refine implementation plans as needed
- 2.5.4 Develop a conducive learning environment

## **AREA OF RESPONSIBILITY III: IMPLEMENT HEALTH EDUCATION**

### **COMPETENCY 3.1: IMPLEMENT A PLAN OF ACTION**

- 3.1.1 Assess readiness for implementation
- 3.1.2 Collect baseline data
- 3.1.3 Use strategies to ensure cultural competence in implementing health education plans
- 3.1.4 Use a variety of strategies to deliver a plan of action
- 3.1.5 Promote plan of action
- 3.1.6 Apply theories and models of implementation
- 3.1.7 Launch plan of action

### **COMPETENCY 3.2: MONITOR IMPLEMENTATION OF HEALTH EDUCATION**

- 3.2.1 Monitor progress in accordance with timeline
- 3.2.2 Assess progress in achieving objectives
- 3.2.3 Modify plan of action as needed
- 3.2.4 Monitor use of resources
- 3.2.5 Monitor compliance with legal and ethical principles

### **COMPETENCY 3.3: TRAIN INDIVIDUALS INVOLVED IN IMPLEMENTATION OF HEALTH EDUCATION**

- 3.3.1 Select training participants needed for implementation

- 3.3.2 Identify training needs
- 3.3.3 Develop training objectives
- 3.3.4 Create training using best practices
- 3.3.5 Demonstrate a wide range of training strategies
- 3.3.6 Deliver training
- 3.3.7 Evaluate training
- 3.3.8 Use evaluation findings to plan future training

## **AREA OF RESPONSIBILITY IV: CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION**

### **COMPETENCY 4.1: DEVELOP EVALUATION/RESEARCH PLAN**

- 4.1.1 Create purpose statement
- 4.1.2 Develop evaluation/research questions
- 4.1.3 Assess feasibility of conducting evaluation/research
- 4.1.4 Critique evaluation and research methods and findings found in the related literature
- 4.1.5 Synthesize information found in the literature
- 4.1.6 Assess the merits and limitations of qualitative and quantitative data collection for evaluation
- 4.1.7 Assess the merits and limitations of qualitative and quantitative data collection for research
- 4.1.8 Identify existing data collection instruments
- 4.1.9 Critique existing data collection instruments for evaluation
- 4.1.10 Critique existing data collection instruments for research
- 4.1.11 Create a logic model to guide the evaluation process
- 4.1.12 Develop data analysis plan for evaluation
- 4.1.13 Develop data analysis plan for research
- 4.1.14 Apply ethical standards in developing the evaluation/research plan

### **COMPETENCY 4.2: DESIGN INSTRUMENTS TO COLLECT**

- 4.2.1 Identify useable questions from existing instruments
- 4.2.2 Write new items to be used in data collection for evaluation
- 4.2.3 Write new items to be used in data collection for research
- 4.2.4 Establish validity of data collection instruments
- 4.2.5 Establish reliability of data collection instruments

### **COMPETENCY 4.3: COLLECT AND ANALYZE EVALUATION/RESEARCH DATA**

- 4.3.1 Collect data based on the evaluation/research plan
- 4.3.2 Monitor data collection and management
- 4.3.3 Analyze data using descriptive statistics
- 4.3.4 Analyze data using inferential and/or other advanced statistical methods
- 4.3.5 Analyze data using qualitative methods
- 4.3.6 Apply ethical standards in collecting and analyzing data

### **COMPETENCY 4.4: INTERPRET RESULTS OF THE EVALUATION/RESEARCH**

- 4.4.1 Compare results to evaluation/research questions
- 4.4.2 Compare results to other findings
- 4.4.3 Propose possible explanations of findings
- 4.4.4 Identify possible limitations of findings
- 4.4.5 Develop recommendations based on results

### **COMPETENCY 4.5: APPLY FINDINGS FROM EVALUATION/RESEARCH**

- 4.5.1 Communicate findings to stakeholders
- 4.5.2 Evaluate feasibility of implementing recommendations from evaluation
- 4.5.3 Apply evaluation findings in policy analysis and program development
- 4.5.4 Disseminate research findings through professional conference presentations

## **AREA OF RESPONSIBILITY V: ADMINISTER AND MANAGE HEALTH EDUCATION**

### **COMPETENCY 5.1: MANAGE FISCAL RESOURCES**

- 5.1.1 Identify fiscal and other resources
- 5.1.2 Prepare requests/proposals to obtain fiscal resources
- 5.1.3 Develop budgets to support health education efforts
- 5.1.4 Manage program budgets
- 5.1.5 Prepare budget reports
- 5.1.6 Demonstrate ethical behavior in managing fiscal resources

## **COMPETENCY 5.2: OBTAIN ACCEPTANCE AND SUPPORT FOR PROGRAMS**

- 5.2.1 Use communication strategies to obtain program support
- 5.2.2 Facilitate cooperation among stakeholders responsible for health education
- 5.2.3 Prepare reports to obtain and/or maintain program support
- 5.2.4 Synthesize data for purposes of reporting
- 5.2.5 Provide support for individuals who deliver professional development opportunities
- 5.2.6 Explain how program goals align with organizational structure, mission, and goals

## **COMPETENCY 5.3: DEMONSTRATE LEADERSHIP**

- 5.3.1 Conduct strategic planning
- 5.3.2 Analyze an organization's culture in relationship to health education goals
- 5.3.3 Promote collaboration among stakeholders
- 5.3.4 Develop strategies to reinforce or change organizational culture to achieve health education goals
- 5.3.5 Comply with existing laws and regulations
- 5.3.6 Adhere to ethical standards of the profession
- 5.3.7 Facilitate efforts to achieve organizational mission
- 5.3.8 Analyze the need for a systems approach to change
- 5.3.9 Facilitate needed changes to organizational cultures

## **COMPETENCY 5.4: MANAGE HUMAN RESOURCES**

- 5.4.1 Develop volunteer opportunities
- 5.4.2 Demonstrate leadership skills in managing human resources
- 5.4.3 Apply human resource policies consistent with relevant laws and regulations
- 5.4.4 Evaluate qualifications of staff and volunteers needed for programs
- 5.4.5 Recruit volunteers and staff
- 5.4.6 Employ conflict resolution strategies
- 5.4.7 Apply appropriate methods for team development
- 5.4.8 Model professional practices and ethical behavior
- 5.4.9 Develop strategies to enhance staff and volunteers' career development
- 5.4.10 Implement strategies to enhance staff and volunteers' career development
- 5.4.11 Evaluate performance of staff and volunteers

## **COMPETENCY 5.5: FACILITATE PARTNERSHIPS IN SUPPORT OF HEALTH EDUCATION**

- 5.5.1 Identify potential partner(s)
- 5.5.2 Assess capacity of potential partner(s) to meet program goals
- 5.5.3 Facilitate partner relationship(s)
- 5.5.4 Elicit feedback from partner(s)
- 5.5.5 Evaluate feasibility of continuing partnership

## **AREA OF RESPONSIBILITY VI: SERVE AS A HEALTH EDUCATION RESOURCE PERSON**

### **COMPETENCY 6.1: OBTAIN AND DISSEMINATE HEALTH-RELATED INFORMATION**

- 6.1.1 Assess information needs
- 6.1.2 Identify valid information resources
- 6.1.3 Critique resource materials for accuracy, relevance, and timeliness
- 6.1.4 Convey health-related information to priority populations
- 6.1.5 Convey health-related information to key stakeholders

### **COMPETENCY 6.2: PROVIDE TRAINING**

- 6.2.1 Analyze requests for training
- 6.2.2 Prioritize requests for training
- 6.2.3 Identify priority populations
- 6.2.4 Assess needs for training
- 6.2.5 Identify existing resources that meet training needs
- 6.2.6 Use learning theory to develop or adapt training programs
- 6.2.7 Develop training plan
- 6.2.8 Implement training sessions and programs
- 6.2.9 Use a variety of resources and strategies
- 6.2.10 Evaluate impact of training programs

### **COMPETENCY 6.3: SERVE AS A HEALTH EDUCATION CONSULTANT**

- 6.3.1 Assess needs for assistance
- 6.3.2 Prioritize requests for assistance

- 6.3.3 Define parameters of effective consultative relationships
- 6.3.4 Establish consultative relationships
- 6.3.5 Provide expert assistance
- 6.3.6 Facilitate collaborative efforts to achieve program goals
- 6.3.7 Evaluate the effectiveness of the expert assistance provided
- 6.3.8 Apply ethical principles in consultative relationships

## **AREA OF RESPONSIBILITY VII: COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION**

### **COMPETENCY 7.1: ASSESS AND PRIORITIZE HEALTH INFORMATION AND ADVOCACY NEEDS**

- 7.1.1 Identify current and emerging issues that may influence health and health education
- 7.1.2 Access accurate resources related to identified issues
- 7.1.3 Analyze the impact of existing and proposed policies on health
- 7.1.4 Analyze factors that influence decision-makers

### **COMPETENCY 7.2: IDENTIFY AND DEVELOP A VARIETY OF COMMUNICATION STRATEGIES, METHODS, AND TECHNIQUES**

- 7.2.1 Create messages using communication theories and models
- 7.2.2 Tailor messages to priority populations
- 7.2.3 Incorporate images to enhance messages
- 7.2.4 Select effective methods or channels for communicating to priority populations
- 7.2.5 Pilot test messages and delivery methods with priority populations
- 7.2.6 Revise messages based on pilot feedback.

### **COMPETENCY 7.3: DELIVER MESSAGES USING A VARIETY OF STRATEGIES, METHODS AND TECHNIQUES**

- 7.3.1 Use techniques that empower individuals and communities to improve their health
- 7.3.2 Employ technology to communicate to priority populations
- 7.3.3 Evaluate the delivery of communication strategies, methods, and techniques

### **COMPETENCY 7.4: ENGAGE IN HEALTH EDUCATION ADVOCACY**

- 7.4.1 Engage stakeholders in advocacy
- 7.4.2 Develop an advocacy plan in compliance with local, state, and/or federal policies and procedures
- 7.4.3 Comply with organizational policies related to participating in advocacy
- 7.4.4 Communicate the impact of health and health education on organizational and socio-ecological factors
- 7.4.5 Use data to support advocacy messages
- 7.4.6 Implement advocacy plans
- 7.4.7 Incorporate media and technology in advocacy
- 7.4.8 Participate in advocacy initiatives
- 7.4.9 Lead advocacy initiatives
- 7.4.10 Evaluate advocacy efforts

### **COMPETENCY 7.5: INFLUENCE POLICY TO PROMOTE HEALTH**

- 7.5.1 Use evaluation and research findings in policy analysis
- 7.5.2 Identify the significance and implications of health policy for individuals, groups, and communities
- 7.5.3 Advocate for health-related policies, regulations, laws, or rules
- 7.5.4 Use evidence-based research to develop policies to promote health
- 7.5.5 Employ policy and media advocacy techniques to influence decision-makers

### **COMPETENCY 7.6: PROMOTE THE HEALTH EDUCATION PROFESSION**

- 7.6.1 Develop a personal plan for professional growth and service
- 7.6.2 Describe state-of-the-art health education practice
- 7.6.3 Explain the major responsibilities of the health education specialist in the practice of health education
- 7.6.4 Explain the role of health education associations in advancing the profession
- 7.6.5 Explain the benefits of participating in professional organizations
- 7.6.6 Facilitate professional growth of self and others
- 7.6.7 Explain the history of the health education profession and its current and future implications for professional practice
- 7.6.8 Explain the role of credentialing in the promotion of the health education profession
- 7.6.9 Engage in professional development activities
- 7.6.10 Serve as a mentor to others
- 7.6.11 Develop materials that contribute to the professional literature
- 7.6.12 Engage in service to advance the health education profession

**APPENDIX B: CHES/MCHES CATEGORY II CECH CLAIM**



**CHES/MCHES CATEGORY II CECH CLAIM FORM**

- This form may be reproduced. Please submit one clearly printed or typed form per activity.
- Claims should be submitted within 90 days following program completion.

I am requesting credit for the following MCHES Category II activity, which was **not preapproved** by the National Commission for Health Education Credentialing, Inc. (NCHEC). *Category I preapproved activities are reported automatically by the designated provider.*

NAME (PRINT): \_\_\_\_\_

CHES #: \_\_\_\_\_ MCHES #: \_\_\_\_\_

Program/Event Title: \_\_\_\_\_

Program/Event Date: \_\_\_\_\_

Program/Event Sponsor: \_\_\_\_\_

CECH Claimed: \_\_\_\_\_ (see table below for calculation)

**NOTE: CHES and MCHES: MAXIMUM OF 30 CATEGORY II CECH MAY BE ACCUMULATED WITHIN EACH FIVE-YEAR CERTIFICATION PERIOD.**

**MCHES: 30 CECH MUST BE DIRECTLY RELATED TO THE ADVANCED-LEVEL SUB-COMPETENCIES (HIGHLIGHTED IN BLUE) FROM CATEGORY I AND/OR CATEGORY II FOR EACH FIVE-YEAR CERTIFICATION CYCLE**

\_\_\_\_\_ CHECK HERE IF LIVING OUTSIDE CONTINENTAL US. THESE HOURS WILL APPEAR AS CATEGORY I ON YOUR TRANSCRIPT.

I have completed the following type of activity (**choose only one**) and attached the documentation indicated in support of my claim. (**Table continues on the reverse.**)

<b>ATTENDANCE AT PROFESSIONAL MEETINGS</b>
<input type="checkbox"/> I Attended a Professional Meeting (1 CECH per hour of instruction) I have included (check one): _____ Certificate of Attendance OR _____ Highlighted Meeting Schedule
<b>SELF-STUDY</b>
<input type="checkbox"/> I Completed an Independent Study (1 CECH per contact hours assigned by the provider) _____ I have included a Certificate of Completion AND Outline of Module
<input type="checkbox"/> I Completed a Professional (Non-Academic) Training Experience (1 CECH per 10 hours of Training) _____ I have included a Formal Agreement AND Signed Log of Contact Time
<b>ACADEMIC PREPARATION</b>
<input type="checkbox"/> I Completed an Academic Course or Traineeship (3 CECH per Semester Credit Hour OR 2 CECH per Trimester/Quarter Credit Hour) I have included (check one): _____ College Transcript _____ Alternate Proof of Completion

I Authored a Thesis (15 CECH for Thesis Acceptance)  
 I Authored a Dissertation (20 CECH for Dissertation Acceptance)  
I have included: \_\_\_\_\_A copy of the Title Page AND Table of Contents AND Letter of Acceptance

**CREATIVE ENDEAVORS**

I was the Sole Author of a Book Chapter, Monograph or Report (5 CECH per Chapter)  
 I was the Co-Author of a Book Chapter, Monograph or Report (3 CECH per Chapter)  
\_\_\_\_\_I have included a copy of the Title Page AND Table of Contents AND Full Bibliographic Citation

I was the Sole Author of a Health Education Book/Text (30 CECH per Book)  
 I was the Co-Author of a Health Education Book/Text (20 CECH per Book)  
 I was the Sole Editor of a Health Education Book/Text (15 CECH per Book)  
 I was the Co-Editor of a Health Education Book/Text (10 CECH per Book)  
\_\_\_\_\_I have included a copy of the Title Page AND Table of Contents AND Full Bibliographic Citation

I was the Sole Author of a Peer-Reviewed Article (5 CECH per Article)  
 I was the Co-Author of a Peer-Reviewed Article (3 CECH per Article)  
\_\_\_\_\_I have included a copy of the First Page AND Full Bibliographic Citation

I was the Sole Author of a Non-Peer Reviewed Article (4 CECH per Article)  
 I was the Co-Author of a Non-Peer Reviewed Article (2 CECH per Article)  
\_\_\_\_\_I have included a copy of the First Page AND Full Bibliographic Citation

I was the Sole Developer of a Health Education Product (5 CECH per Product)  
 I was the Co-Developer of a Health Education Product (3 CECH per Product)  
I have included (check one): \_\_\_\_\_ Copyright Notice OR \_\_\_\_\_ Copy of Product

I was the Sole Author of a Training Module or Course (1 CECH per 2 Hours of Planned Instruction – 30 CECH maximum)  
 I was the Co-Author of a Training Module or Course (1 CECH per 10 Hours of Planned Instruction – 30 CECH maximum)  
\_\_\_\_\_I have included a copy of the Title Page AND Table of Contents AND Description of Content

**PROFESSIONAL PRESENTATIONS**

I presented at a Professional Meeting (2 CECH per hour of Instruction)  
\_\_\_\_\_I have included Proof of Presentation, Indicating the Duration

I prepared/presented a poster (1 CECH per Poster Session)  
\_\_\_\_\_I have included Proof of the Presentation

**PROFESSIONAL SERVICE**

I reviewed Applications for Funding or Program Accreditation Applications  
\_\_\_\_\_I have included a copy of the Letter of Invitation or Appreciation

I reviewed Manuscripts for a Peer-Reviewed Journal (3 CECH per Calendar Year per Journal)  
\_\_\_\_\_I have included a copy of the Letter of Appreciation

I served as a Mentor (1 CECH per Calendar Month of Activity for Each Individual Mentored)  
\_\_\_\_\_I have included a copy of an Agreement/Documentation Indicating the Nature and Duration of the Mentorship

I served as a Leader in a Health Education Organization (1 CECH per Organization per Calendar Year)  
\_\_\_\_\_I have included Proof of Service (Letter from Supervisor or Board, Letterhead or Notice in Organizational Directory),  
Indicating the Duration

**ADVANCED PROFESSIONAL PRACTICE – MCHES ONLY SECTION**

**CREATIVE ENDEAVORS**

I developed a Train the Trainer Curriculum for Health Education Professionals (5 CECH per Training Curriculum Development)  
\_\_\_\_\_I have included the Summary/Outline of Curriculum AND Reference of Current Practices

I developed a Health Education Course or Curriculum (5 CECH per Course)  
\_\_\_\_\_I have included a copy of Title Page AND Table of Contents AND Course Syllabus AND Summary Document of Curriculum

I designed a Health-Related Training Program Using Various Learning Theories (5 CECH)  
\_\_\_\_\_I have included a copy of Title Page AND Training Syllabus AND Summary Document of Curriculum with Listing of Learning Theories

I wrote a Funding Proposal for a Grant/Contract/Cooperative Agreement (4 CECH per proposal)  
\_\_\_\_\_I have included Proof of Submission AND copy of Solicitation AND Application Cover Page OR Award Letter

### **PROFESSIONAL PRESENTATIONS**

I presented Research Findings at a Professional Conference (3 CECH per Presentation)  
\_\_\_\_\_I have included Proof of the Presentation

### **PROGRAM DEVELOPMENT**

I facilitated a Workgroup of Stakeholders (2 CECH per Year)  
\_\_\_\_\_I have included Proof of Service, Indicating the Duration

I coordinated a Community Assessment Process (5 CECH per Year)  
\_\_\_\_\_I have included a Summary Report of Process/Analysis

I developed Recommendations from Data Findings (1 CECH per Event)  
\_\_\_\_\_I have included the List of Recommendations

I incorporated Health Education Planning Processes into the Development of Programs and Initiatives (2 CECH per Program Plan)  
\_\_\_\_\_I have included the Plan Summary AND Identification of Planning Models

### **PROFESSIONAL SERVICE**

I served on Local/State/Regional/National Planning Groups/Boards (2 CECH) per Group per Year  
\_\_\_\_\_I have included Proof of Service, Including the Duration

I served or acted as an Internship/Practicum Preceptor (2 CECH per Preceptorship)  
\_\_\_\_\_I have included a Letter of Agreement OR Written Documentation Indicating the Nature and Duration of the Internship/Preceptorship

### **RESEARCH AND EVALUATION**

I conducted a Root Cause Analysis (3 CECH per Analysis)  
\_\_\_\_\_I have included the Analysis Report

I conducted a Gap Analysis (3 CECH per Analysis)  
\_\_\_\_\_I have included the Analysis Report

I conducted a Plan Analysis (3 CECH per Analysis)  
\_\_\_\_\_I have included the Analysis Report AND Timeline

I assessed Training Needs (3 CECH per Training)  
\_\_\_\_\_I have included a copy of the Assessment Report Summary

I evaluated Training Programs (3 CECH per Training Program (3 CECH per Training Program)  
\_\_\_\_\_I have included a copy of the Evaluation Report

I developed Evaluation/Research and Data Analysis Plans (3 CECH per Plan)  
\_\_\_\_\_I have included a Summary of the Plan

I developed Surveillance Plans (4 CECH per Plan)  
\_\_\_\_\_I have included a Summary of the Plan

I developed a Data Collection Instruction for Research (3 CECH per Instrument)  
\_\_\_\_\_I have included a copy of the Instrument

I conducted a Feasibility Study (3 CECH per Study)  
\_\_\_\_\_I have included a Summary of the Feasibility Study

<input type="checkbox"/> I conducted a Stakeholder Analysis for Health Education Programs (2 CECH per Analysis) _____ I have included a Summary of the Analysis Report
<b>ADMINISTRATION AND MANAGEMENT</b>
<input type="checkbox"/> I developed an agency/program budget (3 CECH per Budget) _____ I have included a Letter from my Supervisor or Organization
<input type="checkbox"/> I managed Program Budgets (4 CECH per Budget) _____ I have included a Letter from my Supervisor or Organization
<input type="checkbox"/> I developed Progress Reports (5 CECH per Report) _____ I have included a Summary Report
<input type="checkbox"/> I developed a Memorandum of Understanding (MOU) and/or a Memorandum of Agreement (MOA) (2 CECH per MOU/MOA) _____ I have included copies of the MOU/MOA
<input type="checkbox"/> I developed Professional Development Plan for Volunteers (3 CECH per Plan) _____ I have included a Letter from my Supervisor or Organization AND a Summary of the Plan
<input type="checkbox"/> I developed a Professional Development Plan for Staff (3 CECH per Plan) _____ I have included a Letter from my Supervisor AND a Summary of the Plan
<input type="checkbox"/> I used Human Resource and Workforce Development Strategies (2 CECH per Occasion) _____ I have included a Summary of Strategies Used
<input type="checkbox"/> I developed Partnerships to Support Health Education (3 CECH per Year) _____ I have included copies of the MOUs/MOAs OR Letters of Support from Partners
<b>CONSULTATION</b>
<input type="checkbox"/> I wrote Exam Questions for Certification/Credentialing Organizations (5 CECH per Year) _____ I have included the Committee List AND Letter from Organization
<input type="checkbox"/> I provided Health Education Expertise (5 CECH per Agreement) _____ I have included the Consulting Invitation/Agreement OR Letter from Organization
<input type="checkbox"/> I contributed to the Development of Health Promotion Policy (3 CECH per Policy) _____ I have included a copy of the Policy AND a Letter of Support with Proof of Involvement

**AREAS OF RESPONSIBILITIES AND ADVANCED-LEVEL SUB-COMPETENCIES**

**TO CLAIM CHES CATEGORY II CECH, ACTIVITY MUST BE RELATED TO AT LEAST ONE OF THE SEVEN AREAS OF RESPONSIBILITIES. TO CLAIM MCHES CATEGORY II CECH, ACTIVITY MUST BE FROM THE ADVANCED-LEVEL SUB-COMPETENCIES. PLEASE SELECT ALL THAT APPLY BELOW.**

\_\_\_\_\_ **AREA I: ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION**

**COMPETENCY 1.1: PLAN ASSESSMENT PROCESS**

- \_\_\_\_\_ 1.1.2 Identify stakeholders to participate in the assessment process
- \_\_\_\_\_ 1.1.5 Engage stakeholders to participate in the assessment process

**COMPETENCY 1.5: EXAMINE FACTORS THAT INFLUENCE THE LEARNING PROCESS**

- \_\_\_\_\_ 1.5.2 Analyze factors that foster or hinder the learning process
- \_\_\_\_\_ 1.5.5 Identify factors that foster or hinder skill building
- \_\_\_\_\_ 1.5.6 Analyze factors that foster or hinder skill building

**COMPETENCY 1.7: INFER NEEDS FOR HEALTH EDUCATION BASED ON ASSESSMENT FINDINGS**

- \_\_\_\_\_ 1.7.2 Synthesize assessment findings

\_\_\_\_\_ **AREA II: PLAN HEALTH EDUCATION**

**COMPETENCY 2.2: DEVELOP GOALS AND OBJECTIVES**

- \_\_\_\_\_ 2.2.1 Use assessment results to inform the planning process
- \_\_\_\_\_ 2.2.3 Select planning model(s) for health education
- \_\_\_\_\_ 2.2.4 Develop goal statements
- \_\_\_\_\_ 2.2.5 Formulate specific, measurable, attainable, realistic, and time-sensitive objectives

**COMPETENCY 2.3: SELECT OR DESIGN STRATEGIES AND INTERVENTIONS**

- \_\_\_\_\_ 2.3.1 Assess efficacy of various strategies to ensure consistency with objectives
- \_\_\_\_\_ 2.3.3 Select a variety of strategies and interventions to achieve stated objectives

**COMPETENCY 2.4: DEVELOP A SCOPE AND SEQUENCE FOR THE DELIVERY OF HEALTH EDUCATION**

- \_\_\_\_\_ 2.4.4 Organize health education into a logical sequence
- \_\_\_\_\_ 2.4.5 Develop a timeline for the delivery of health education

**AREA III: IMPLEMENT HEALTH EDUCATION**

**COMPETENCY 3.3: TRAIN INDIVIDUALS INVOLVED IN IMPLEMENTATION OF HEALTH EDUCATION**

- \_\_\_\_\_ 3.3.2 Identify training needs
- \_\_\_\_\_ 3.3.3 Develop training objectives
- \_\_\_\_\_ 3.3.4 Create training using best practices
- \_\_\_\_\_ 3.3.7 Evaluate training
- \_\_\_\_\_ 3.3.8 Use evaluation findings to plan future training

**AREA IV: CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION**

**COMPETENCY 4.1: DEVELOP EVALUATION/RESEARCH PLAN**

- \_\_\_\_\_ 4.1.1 Create purpose statement
- \_\_\_\_\_ 4.1.2 Develop evaluation/research questions
- \_\_\_\_\_ 4.1.7 Assess the merits and limitations of qualitative and quantitative data collection for research
- \_\_\_\_\_ 4.1.10 Critique existing data collection instruments for research
- \_\_\_\_\_ 4.1.11 Create logic model to guide the evaluation process
- \_\_\_\_\_ 4.1.13 Develop data analysis plan for research

**COMPETENCY 4.2: DESIGN INSTRUMENTS TO COLLECT EVALUATION/RESEARCH DATA**

- \_\_\_\_\_ 4.2.3 Write new items to be used in data collection for research

**COMPETENCY 4.5: APPLY FINDINGS FROM EVALUATION/RESEARCH**

- \_\_\_\_\_ 4.5.2 Evaluate feasibility of implementing recommendations from evaluation
- \_\_\_\_\_ 4.5.4 Disseminate research findings through professional conference presentations

**AREA V: ADMINISTER AND MANAGE HEALTH EDUCATION**

**COMPETENCY 5.1: MANAGING FISCAL RESOURCES**

- \_\_\_\_\_ 5.1.1 Identify fiscal and other resources
- \_\_\_\_\_ 5.1.2 Prepare requests/proposals to obtain fiscal resources
- \_\_\_\_\_ 5.1.3 Develop budgets to support health education efforts
- \_\_\_\_\_ 5.1.4 Manage program budgets
- \_\_\_\_\_ 5.1.5 Prepare budget reports
- \_\_\_\_\_ 5.1.6 Demonstrate ethical behavior in managing fiscal resources

**COMPETENCY 5.2: OBTAIN ACCEPTANCE AND SUPPORT FOR PROGRAM**

- \_\_\_\_\_ 5.2.1 Use communication strategies to obtain program support
- \_\_\_\_\_ 5.2.2 Facilitate cooperation among stakeholders responsible for health education
- \_\_\_\_\_ 5.2.3 Prepare reports to obtain and/or maintain program support
- \_\_\_\_\_ 5.2.4 Synthesize data for purposes of reporting

**COMPETENCY 5.3: DEMONSTRATE LEADERSHIP**

- \_\_\_\_\_ 5.3.3 Promote collaboration among stakeholders

**COMPETENCY 5.4: MANAGE HUMAN RESOURCES**

- \_\_\_\_\_ 5.4.6 Employ conflict resolution strategies

- \_\_\_\_\_ 5.4.9 Develop strategies to enhance staff and volunteers' career development
- \_\_\_\_\_ 5.4.10 Implement strategies to enhance staff and volunteers' career development

**COMPETENCY 5.5: FACILITATE PARTNERSHIPS IN SUPPORT OF HEALTH EDUCATION**

- \_\_\_\_\_ 5.5.1 Identify potential partner(s)
- \_\_\_\_\_ 5.5.2 Assess capacity of potential partner(s) to meet program goals
- \_\_\_\_\_ 5.5.4 Elicit feedback from partner(s)
- \_\_\_\_\_ 5.5.5 Evaluate feasibility of continuing partnership

**AREA VI: SERVE AS A HEALTH EDUCATION RESOURCE PERSON**

**COMPETENCY 6.2: PROVIDE TRAINING**

- \_\_\_\_\_ 6.2.1 Analyze requests for training
- \_\_\_\_\_ 6.2.2 Prioritize requests for training
- \_\_\_\_\_ 6.2.4 Assess needs for training
- \_\_\_\_\_ 6.2.5 Identify existing resources that meet training needs
- \_\_\_\_\_ 6.2.6 Use learning theory to develop or adapt training programs
- \_\_\_\_\_ 6.2.7 Develop training plan
- \_\_\_\_\_ 6.2.8 Implement training sessions and programs
- \_\_\_\_\_ 6.2.9 Use a variety of resources and strategies
- \_\_\_\_\_ 6.2.10 Evaluate impact of training programs

**COMPETENCY 6.3: SERVE AS A HEALTH EDUCATION CONSULTANT**

- \_\_\_\_\_ 6.3.5 Provide expert assistance
- \_\_\_\_\_ 6.3.7 Evaluate the effectiveness of the expert assistance provided

**AREA VII: COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION**

**COMPETENCY 7.4: ENGAGE IN HEALTH EDUCATION ADVOCACY**

- \_\_\_\_\_ 7.4.9 Lead advocacy initiatives
- \_\_\_\_\_ 7.4.10 Evaluate advocacy efforts

**COMPETENCY 7.5: INFLUENCE POLICY TO PROMOTE HEALTH**

- \_\_\_\_\_ 7.5.1 Use evaluation and research findings in policy analysis
- \_\_\_\_\_ 7.5.4 Use evidence-based research to develop policies to promote health

The activity I am claiming related to the *Area of Responsibility and/or Sub-competency for Health Educators* as follows:

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I affirm that the information provided with this claim for CHES/MCHES Category II CECH is true to the best of my knowledge.

Signed: \_\_\_\_\_ Phone #: \_\_\_\_\_

- **NCHEC does not confirm receipt or approval of Category II submissions**
- **Please keep a copy of your submission to verify that credits appear correctly on your next transcript**

**Submit To: National Commission for Health Education Credentialing, Inc.  
1541 Alta Drive, Suite 303, Whitehall, PA 18052  
Phone: (888) 624-3248 – Fax (800) 813-0727**