



## Master Certified Health Education Specialist (MCHES)

### Experience Documentation Opportunity (EDO)

#### Fact Sheet

Who is eligible for the EDO period?

- An active CHES that has been certified for five consecutive years before October 1, 2005 and remains active and has been practicing at the advanced-level in health education for the past five years
- Retired status is a permanent status and therefore not eligible

What are the dates for the EDO period?

- The EDO period will open on October 15, 2010 and close on April 16, 2011. The first MCHES designation will be awarded in April 2011.

What do you need to complete the EDO process?

- ✓ An application
- ✓ Complete an experience self-appraisal form (the applicant will list four advanced-level activities and supply supporting documentation of the activities) and two testament of practice recommendations (to be completed by a recommender who can attest to the applicant's advanced-level practice)
- ✓ Resume/CV (5 pages or less)

What are the fees and deadlines for the EDO process?

Deadlines	Fees
December 1, 2010	\$200
January 15, 2011	\$210
March 1, 2011	\$240
April 16, 2011	\$290

What types of documentation to support advanced-level activities are acceptable?

**(3 page max on all supporting documents)**

- ✓ Project/Program summary with purpose, goals, objectives, and means to achieve results
- ✓ Course syllabus
- ✓ Grant notification letter and statement of work
- ✓ Professional conference speaker confirmation letter (include program insert that shows learner objectives)
- ✓ First page of authored textbook, book chapter, or peer-reviewed journal article (at least third author)
- ✓ Letter of completion of advanced-level activity from a current or past supervisor/manager; describe objectives, brief history, and outcome measure and results
- ✓ Page of annual report indicating administrative responsibility/role
- ✓ Organization letterhead/newsletter showing leadership position/role

What types of documentation to support advanced-level activities is **NOT** acceptable?

- ✓ Budgets from organizations or grants
- ✓ Full annual reports
- ✓ Meeting minutes
- ✓ Full text books or publications
- ✓ Confidential information

Who can be a recommender?

*(The recommender does not need to be CHES)*

*\*Give advance notice to the recommender of the EDO process and their expectations*

- ✓ A colleague
- ✓ Past supervisor/manager

Below is the list of advanced Sub-competencies with the Areas of Responsibility that will be used to fill out the self-appraisal form:

**Area I: Assess Needs, Assets, and Capacity for Health Education**

- 1.1.2 Identify stakeholders to participate in the assessment process
- 1.1.5 Engage stakeholders to participate in the assessment 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
- 1.7.2 Synthesize assessment findings

**Area II: Plan Health Education**

- 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
- 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
- 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**

- 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**

- 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 a logic model to guide the evaluation process
- 4.1.13 Develop data analysis plan for research
- 4.2.3 Write new items to be used in data collection for 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**

- 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
- 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
- 5.3.3 Promote collaboration among stakeholders
- 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
- 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**

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

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**

7.4.9 Lead advocacy initiatives

7.4.10 Evaluate advocacy efforts

7.5.1 Use evaluation and research findings in policy analysis

7.5.4 Use evidence-based research to develop policies to promote health