



National Commission for Health Education Credentialing, Inc.

The Seven Areas of Responsibility are a comprehensive set of Competencies and Sub-competencies defining the role of a health educator. These Responsibilities were verified through the Competencies Update Project (CUP), conducted from 1998 to 2004. The entry level serves as the basis of the Certified Health Education Specialist, (CHES), exam. The entry and advanced levels will be the basis of the Master Certified Health Education Specialist (MCHES) exam.

Area I: Assess Individual and Community Needs for Health Education

Competency A: Access existing health-related data

Sub-competencies:

Entry

1. Identify diverse health-related databases
2. Use computerized sources of health-related information
3. Determine the compatibility of data from different data sources
4. Select valid sources of information about health needs and interests

Advanced 2

1. Critique sources of health information.

Competency B: Collect health-related data

Sub-competencies:

Entry

1. Use appropriate data-gathering instruments
2. Apply survey techniques to acquire health data
3. Conduct health-related needs assessments
4. Implement appropriate measures to assess capacity for improving health status

Competency C: Distinguish between behaviors that foster and hinder well-being

Sub-competencies:

Entry

1. Identify diverse factors that influence health behaviors
2. Identify behaviors that tend to promote or comprise health

Advanced 1

1. Explain the role of experiences in shaping patterns of health behavior

Competency D: Determine factors that influence learning

Sub-competencies

Advanced 1

1. Assess learning literacy
2. Assess learning styles

Advanced 2

1. Assess the learning environment

Competency E: Identify factors that foster or hinder the process of health education

Sub-competencies:

Entry

1. Determine the extent of available health education services
2. Identify gaps and overlaps in the provision of collaborative health services

Advanced 1

1. Assess the environmental and political climate regarding conditions that advance or inhibit program goals

Advanced 2

1. Investigate social forces causing opposing viewpoints regarding health education needs and concerns

Competency F: Infer needs for health education from obtained data

Sub-competencies:

Entry

1. Analyze needs assessment data

Advanced 1

1. Determine priorities for health education

Advanced 2

1. Predict future health education needs based upon societal changes

Area II: Plan Health Education Strategies, Interventions, and Programs

Competency A: Involve people and organizations in program planning

Sub-competencies:

Entry

1. Identify populations for health education programs
2. Elicit input from those who will affect or be affected by the program
3. Obtain commitments from individuals who will be involved
4. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests

Advanced 1

1. Involve participants in planning health education programs

Competency B: Incorporate data analysis and principles of community organization

Sub-competencies:

Entry

1. Use research results when planning programs
2. Apply principles of community organization when planning programs
3. Suggest approaches for integrating health education within existing health programs
4. Communicate need for the program to those who will be involved

Advanced 1

1. Incorporate results of needs assessment into the planning process

Competency C: Formulate appropriate and measurable program objectives

Sub-competencies:

Entry

1. Design developmentally appropriate interventions

Advanced 1

1. Establish criteria for health education program objectives
2. Develop program objectives based upon identified needs
3. Appraise appropriateness of resources and materials relative to given objectives
4. Revise program objectives as necessitated by changing needs

Advanced 2

1. Develop subordinate measurable objectives as needed for instruction
2. Evaluate the efficacy of various methods to achieve objectives

Competency D: Develop a logical scope and sequence plan for health education practice

Sub-competencies:

Entry

1. Determine the range of health information necessary for a given program of instruction
2. Select references relevant to health education issues or programs

Advanced 1

1. Organize the subject areas comprising the scope of a program in logical sequence
2. Analyze the process for integrating health education into other programs

Advanced 2

1. Incorporate theory-based foundations in planning health education programs

Competency E: Design strategies, interventions, and programs consistent with specified objectives

Sub-competencies:

Advanced 1

1. Plan a sequence of learning opportunities that reinforce mastery of preceding objectives
2. Select strategies best suited to achieve objectives in a given setting

Advanced 2

1. Formulate a variety of educational methods
2. Match proposed learning activities with stated program objectives
3. Select appropriate theory-based strategies in health program planning

Competency F: Select appropriate strategies to meet objectives

Sub-competencies:

Entry

1. Analyze technologies, methods and media for their acceptability to diverse groups
2. Match health education services to proposed program activities

Advanced 1

1. Plan training and instructional programs for diverse populations
2. Incorporate communication strategies into program planning

Advanced 2

1. Select educational materials consistent with accepted theory

Competency G: Assess factors that affect implementation

Sub-competencies:

Entry

1. Determine the availability of information and resources needed to implement health education programs for a given audience
2. Identify barriers to the implementation of health education programs

Advanced 1

1. Analyze factors (e.g., learner characteristics, legal aspects, feasibility) that influence choices among implementation methods
2. Select implementation strategies based upon research results

Area III: Implement Health Education Strategies, Interventions, and Programs

Competency A: Initiate a plan of action

Sub-competencies:

Entry

1. Use community organization principles to facilitate change conducive to health
2. Pretest learners to determine baseline data relative to proposed program objectives
3. Deliver educational technology effectively
4. Facilitate groups

Advanced 1

1. Apply individual or group process methods as appropriate to given learning situations

Competency B: Demonstrate a variety of skills in delivering strategies, interventions, and programs

Sub-competencies:

Entry

1. Use instructional technology effectively
2. Apply implementation strategies

Advanced 1

1. Select methods that best facilitate achievement of program objectives
2. Apply technologies that will contribute to program objectives

Advanced 2

1. Use a variety of educational methods

Competency C: Use a variety of methods to implement strategies, interventions, and programs

Sub-competencies:

Entry

1. Use the Code of Ethics in professional practice

2. Apply theoretical and conceptual models from health education and related disciplines to improve program delivery
3. Demonstrate skills needed to develop capacity for improving health status
4. Incorporate demographically and culturally sensitive techniques when promoting programs
5. Implement intervention strategies to facilitate health-related change

Advanced 1

1. Employ appropriate strategies when dealing with controversial health issues

Competency D: Conduct training programs

Sub-competencies

Advanced 1

1. Demonstrate a wide range of strategies for conducting training programs

Advanced 2

1. Use instructional resources that meet a variety of training needs

Area IV: Conduct Evaluation and Research Related to Health Education

Competency A: Develop plans for evaluation and research

Sub-competencies:

Entry

1. Synthesize information presented in the literature
2. Evaluate research designs, methods and findings presented in the literature

Advanced 1

1. Develop an inventory of existing valid and reliable tests and survey instruments

Advanced 2

1. Assess the merits and limitations of qualitative and quantitative methods

Competency B: Review research and evaluation procedures

Sub-competencies:

Entry

1. Evaluate data-gathering instruments and processes
2. Develop methods to evaluate factors that influence shifts in health status

Advanced 1

1. Identify standards of performance to be applied as criteria of effectiveness
2. Identify methods to evaluate factors that influence shifts in health status
3. Select appropriate methods for evaluating program effectiveness

Advanced 2

1. Establish a realistic scope of evaluation efforts
2. Select appropriate qualitative and/or quantitative evaluation design

Competency C: Design data collection instruments

Sub-competencies:

Entry

1. Develop valid and reliable evaluation instruments
2. Develop appropriate data-gathering instruments

Competency D: Carry out evaluation and research plans

Sub-competencies:\

Entry

1. Use appropriate research methods and designs in health education practice
2. Use data collection methods appropriate for measuring stated objectives
3. Implement appropriate qualitative and quantitative evaluation techniques
4. Implement methods to evaluate factors that influence shifts in health status

Advanced 1

1. Assess the relevance of existing program objectives to current needs

Advanced 2

1. Apply appropriate evaluation technology
2. Analyze evaluation data

Competency E: Interpret results from evaluation and research

Sub-competencies:

Entry

1. Analyze evaluation data
2. Analyze research data
3. Compare evaluation results to other findings
4. Report effectiveness of programs in achieving proposed objectives

Advanced 1

1. Compare program activities with the stated program objectives
2. Develop recommendations based upon evaluation results

Advanced 2

1. Determine the achievement of objectives by applying criteria to evaluation results
2. Communicate evaluation results using easily understood terms

Competency F: Infer implications from findings for future health-related activities

Sub-competencies

Advanced 1

1. Suggest strategies for implementing recommendations that result from evaluation
2. Apply evaluation findings to refine and maintain programs

Advanced 2

1. Propose possible explanations for evaluation findings

Area V: Administer Health Education Strategies, Interventions, and Programs

Competency A: Exercise organizational leadership

Sub-competencies:

Entry

1. Conduct strategic planning
2. Analyze the organization's culture in relationship to program goals
3. Promote cooperation and feedback among personnel related to the program

Advanced 1

1. Develop strategies to reinforce or change organizational culture to achieve program goals
2. Ensure that program activities comply with existing laws and regulations
3. Develop budgets to support program requirements

Advanced 2

1. Facilitate administration of the evaluation plan

Competency B: Secure fiscal resources

Sub-competencies

Advanced 1

1. Manage program budgets

Advanced 2

1. Prepare proposals to obtain fiscal resources

Competency C: Manage human resources

Sub-competencies:

Entry

1. Develop volunteer opportunities

Advanced 1

1. Demonstrate leadership in managing human resources
2. Apply human resource policies consistent with relevant laws and regulation
3. Identify qualifications of personnel needed for programs
4. Facilitate staff development
5. Apply appropriate methods of conflict reduction

Competency D: Obtain acceptance and support for programs

Sub-competencies

Advanced 1

1. Use concepts and theories of public relations and communications to obtain program support
2. Facilitate cooperation among personnel responsible for health education programs

Advanced 2

1. Provide support for individuals who deliver professional development courses

Area VI: Serve as a Health Education Resource Person

Competency A: Use health-related information resources

Sub-competencies:

Entry

1. Match information needs with the appropriate retrieval systems
2. Select a data system commensurate with program needs
3. Determine the relevance of various computerized health information resources
4. Access health information resources
5. Employ electronic technology for retrieving references

Competency B: Respond to requests for health information

Sub-competencies:

Entry

1. Identify information sources needed to satisfy a request
2. Refer requesters to valid sources of health information

Competency C: Select resource materials for dissemination

Sub-competencies:

Entry

1. Evaluate applicability of resource materials for given audience
2. Apply various processes to acquire resource materials
3. Assemble educational material of value to the health of individuals and community groups

Competency D: Establish consultative relationships

Sub-Competencies:

Entry

1. Analyze parameters of effective consultative relationships
2. Analyze the role of the health educator as a liaison between program staff and outside groups and organizations
3. Act as a liaison among consumer groups, individuals and health care providers
4. Apply networking skills to develop and maintain consultative relationships
5. Facilitate collaborative training efforts among health agencies and organizations

Advanced 1

1. Describe consulting skills needed by health educators

Area VII: Communicate and Advocate for Health and Health Education

Competency A: Analyze and respond to current and future needs in health education

Sub-competencies:

Entry

1. Analyze factors (e.g., social, cultural, demographic, political) that influence decision-makers

Advanced 1

1. Respond to challenges facing health education programs
2. Implement strategies for advocacy initiatives
3. Use evaluation data to advocate for health education programs

Advanced 2

1. Analyze the interrelationships among ethics, values, and behavior
2. Relate health education issues to larger social issues

Competency B: Apply a variety of communication methods and techniques

Sub-competencies:

Entry

1. Assess the appropriateness of language in health education messages
2. Compare different methods of distributing educational materials
3. Respond to public input regarding health education information
4. Use culturally sensitive communication methods and techniques
5. Use appropriate techniques for communicating health education information
6. Use oral, electronic and written techniques for communicating health education information
7. Demonstrate proficiency in communicating health information and health education needs

Competency C: Promote the health education profession individually and collectively

Sub-competencies:

Entry

1. Develop a personal plan for professional development

Advanced 2

1. Describe the state of the art of health education practice
2. Explain the major responsibilities of the health educator in the practice of health education
3. Explain the role of health education associations in advancing the profession
4. Explain the benefits of participating in professional organizations

Competency D: Influence health policy to promote health

Sub-competencies:

Entry

1. Identify the significance and implications of health care providers' messages to consumers

Advanced 1

1. Use research results to develop health policy

Advanced 2

1. Describe how research results influence health policy
2. Use evaluation findings in policy analysis and development