The Value of Health Education Credentialing

In the November 2015 issue of the Society for Public Health Education’s (SOPHE) journal Health Promotion and Practice, four CHES were featured in the career development section of the journal. The article focused on the individual perspectives of the certificants regarding the value of health education credentialing. Suzie Pierre Ste-Rose, Rosalinda Medina, Monica Leal, and Sarai Garcia shared their reasons for obtaining the CHES certification, the value of national credentialing to their employers, and career development opportunities. Included are excerpts from the article. To subscribe or access the full SOPHE article follow the link provided http://sophe.sophe.org/mem_enrol_preselect.asp?org=0&page=enrol.

Suzie Pierre Ste-Rose, BS, RN, MPH, CHES: Medical Resource Manager
Having the CHES credential set me apart from other candidates seeking health education/promotion positions. While credentialing was not required for my current position many employers give preference to health education specialists with this credential. As a nurse whose primary responsibilities include serving as a health coach and disease manager, having the CHES credential helped me obtain the position, and helps me every day in the way I engage and serve clients.

Rosalinda Medina, BS, CHES: Health Education and Prevention Specialist
I became a CHES because I knew that it was an important credential in the public health department where I work. As a health education and prevention specialist for a local health department, I focus primarily on tobacco prevention and control. I use my skills to develop relevant goals and objectives, evaluation approaches, and sustainability plans that keep our tobacco control efforts relevant and responsive to regional needs.

Monica Leal, BS, CHES: Health Education and Prevention Specialist
Becoming a CHES has opened doors and opportunities for employment that I would not have had otherwise. It’s the best decision I made in my career! I work with schools, community recreation centers, public housing authorities, homeless shelters, and many other community organizations. Being a CHES has provided me with a strong foundation in needs assessment.

Sarai Garcia, BS, CHES: Health Education and Prevention Specialist
I became a CHES to boost my credibility in our profession and enhance my credentials. My knowledge, skills, and competencies as a CHES are highly relevant to our work, and the CHES in our collaborative are valued for their unique contributions to our collective policy advocacy efforts.

Rosalinda Medina, Monica Leal, and Sarai Garcia are all health education and prevention specialists at the City of El Paso Public Health Department. (l-r) Rosalinda Medina, Monica Leal, Sarai Garcia.

Suzie Pierre Ste-Rose

continued on page 2
At the annual face-to-face meeting in May of 2009, the NCHEC Board of Commissioners (BOC) voted to initiate an advanced-level credential—the MCHES. I was serving on the Board of Commissioners at that time, luckily, for this particular BOC meeting was one of the most exciting events in my professional life. The others that were “there” when the CHES credential was established must have felt similarly. Soon after that meeting, NCHEC began work to identify criteria necessary for health education specialists to attain the MCHES credential. It was determined that current CHES, who were practicing health education specialists for five continuous years on or before October 1, 2001, could become MCHES certified via the Experience Documentation Opportunity (EDO). The six-month EDO opportunity ended in April of 2011, which means that, to remain in active status, those first MCHES will need to re-certify by April 2016. To do that, MCHES must have completed all necessary continuing education contact hours (CECH) by March 31, 2016.

I was one of 819 health education specialists who received the MCHES credential through the EDO. Immediately, I started the course to complete the required 75 CECH for the first five-year recertification period. Specified for MCHES recertification means that at least 45 of the 75 CECH must come from offerings by NCHEC preapproved designated providers (Category I) with the remaining 30 CECH coming from other providers (Category II). In addition, 30 CECH must be from advanced-level Sub-competencies from Category I and II OR all 30 advanced CECH can come from Category II activities. My CECH came from Category I and Category II combined. My Category I CECH came mostly from attending and presenting at national conferences such as AAHPERD, SOPHE, and APHA. I enjoy attending conferences, but many different continuing education opportunities do exist, such as webinars, trainings, and reading preapproved journal articles and submitting the completed answer sheets. Category II advanced activities are fun, as well, and they can be work-related - as were mine in the university setting. I received 30 Category II CECH from co-authoring a peer-reviewed journal article (Research), serving on the NCHEC Board of Commissioners (Professional Service), attending a major gifts seminar for healthcare organizations (Professional Development), chairing the Clarksville, TN Mayor’s Fitness Council and chairing the Leadership ClarksWell Group (Community Service). Because I had obtained 75 CECH, I engaged in other appropriate activities that I did not submit, e.g., authored four book chapters, presented at professional meetings, reviewed for peer-reviewed journals and edited one, wrote/received two grants, and so on. My point is that I had no problem obtaining the required MCHES 75 CECH, and I got a chance to interact with many dedicated health education specialists across the United States.

If you are a health education specialist who sat for the first MCHES exam in October of 2011, your recertification date will fall in October of 2016. This means that you will need to have all of your CECH completed by September 30, 2016. My wish for you is that you stay the course on which you began this journey. In doing so, you are advancing the profession and your personal achievements, of which both factors were critical components of the NCHEC Board of Commissioners’ original vote to implement the MCHES credential in 2009.

The Value of Health Education continued from page 1

applicants understand the skill and knowledge necessary to our line of work, and I have found they are better prepared for the job, can work independently, can focus on what is important, and can represent our agency well in the community. All health educators are encouraged to become CHES certified and our commitment to them is we will pay for the initial exam fee, assist them in getting the required CECHs, and pay for their annual recertification fee.” Sue Beatty, Health Education and Training Manager, City of El Paso.

The perspectives shared in the journal showcase the many ways the CHES certification has benefitted individuals in their careers. If you would like to share your own perspective on how the CHES or MCHES certification has enhanced your professional career please email nchec@nchec.org.
Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

A message from the NCHEC Executive Director, Linda Lysoby, MCHES, CAE

The recently released results of the Health Education Specialist Practice Analysis contain Seven major Areas of Responsibility. One of those is Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession. Current tight budgets and limited jobs, combined with efforts by other health-related professionals to identify themselves as health educators, make it more imperative than ever for health education specialists to communicate and advocate for their profession.

The concept of advocacy was front and center in the American Public Health Association (APHA) conference in Chicago from October 30 to November 4th, 2015. As described on page 9 of this publication, in an effort to improve stakeholders’ understanding of the value health education professionals add to health teams in this evolving setting, two PHEHP invited sessions were offered at the conference. One session focused on building social capital with key partners including CVS and the American Medical Association, and the second allowed a forum to gather stories of health educators working in the field on the Affordable Care Act (ACA). In both sessions, it became clear that despite four scientific studies (Role Delineation, Competency Update Project, Health Educator Job Analysis, and the Health Education Specialist Practice Analysis) which verified the Responsibilities, Competencies, and Sub-competencies of health education specialists, there are still key stakeholders who do not fully understand the role the health education specialists could and should play in promoting health. The good news is that those at the table that day expressed a willingness to continue to explore ways to collaborate and promote health.

I also attended an inspiring session by the Community Health Workers. For the CHW, advocacy is a core skill in promoting health, and they have begun to use their skills in health advocacy to promote the profession of community health workers. Like our partner CHWs, it seems that is imperative for health education specialists also to take steps to advocate for their profession.

For a start, all health education specialists are invited to visit http://www.nchec.org/assets/2251/hespa_sub-competencies_colorcoded_33.pdf to ensure that they can articulate the key competencies of health education specialists. Also consider requesting our presentation kit from the NCHEC website which illustrates the benefits of NCHEC certification and share it at a staff meeting or with a coalition group. Working together, we can all be a strong voice for the profession of health education.

Area VII. Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

7.1 Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques

7.2 Engage in advocacy for health and health education/promotion

7.3 Influence policy and/or systems change to promote health and health education

7.4 Promote the health education profession
Conference Schedule

Mark your calendars for opportunities to earn continuing education contact hours.
For more information on these conferences, visit the organizations’ Web site.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Details</th>
<th>Dates</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>American College Health Meeting (ACHA)</td>
<td><a href="http://www.acha.org">www.acha.org</a></td>
<td>May 31-June 4, 2016</td>
<td>San Francisco, California</td>
</tr>
<tr>
<td>National Association of County &amp; City Health Officials (NACCHO)</td>
<td><a href="http://www.naccho.org">www.naccho.org</a></td>
<td>July 19-21, 2016</td>
<td>Phoenix, Arizona</td>
</tr>
<tr>
<td>88th Annual American School Health Association (ASHA)</td>
<td><a href="http://www.ashaweb.org">www.ashaweb.org</a></td>
<td>October 6-8, 2016</td>
<td>Baltimore, Maryland</td>
</tr>
<tr>
<td>APHA 142nd Annual Meeting &amp; Exposition</td>
<td><a href="http://www.apha.org">www.apha.org</a></td>
<td>Oct. 29 - Nov. 2, 2016</td>
<td>Denver, Colorado</td>
</tr>
</tbody>
</table>

NCHEC WELCOMES NEW CHES – SPRING 2015

The following is an additional list of those who earned the district title of Certified Health Education Specialist (CHES) in the April 2015 examination. NCHEC congratulates those who took the exam within the 90 days of graduation and have now submitted proof of completion. Those who opted not to be published are excluded from the list.

Ofiebea Asare  Mr Tony Gerheiser
Katharine A Gannon  Kristen Duke
Melissa L Welsch  Stephanie M Holt
Marvin So  Ji Young Yang
Mariah L Brown  Savanna L Terreberry
Rachel Hykel  Allison Borwell
Kay Kornek  Paris A Willis
Samantha J Tursi  Naomi Rodriguez
Danielle Piriz  Azadeh Arbab
Kristin M Slaughter  Margaret L Boti
Tamika N Powe  Brandon Osborn
Kelsey R Demianiuk  Margarita B Martinez
Amanda R Miller  Theresa Fasolino
Candace McMann  Grace Jang
Thi A Ngo  Peyton Reitinger
Amanda J Pettus  Destiny B Stutts
Kelly Kopec  Brett A Nance
Emily M Sullivan  Akilah Patterson
Lindsey K Bloom  Aaron J Diehr
Taylor Dover  Cari Ledbetter
Heather R Demorest  Valesca Largaespada
Mohamed A Alammari  Sarah J Harold
Amanda M Purser  Mr Melad Latif
Victoria A Salow  Amanda S Tellez
Ajalynn M Domingo  Jeffery D Anderson
Anna McAllister  Sara A Muralles
Shawna L O’Rorke  Sarah M LeBrun
Gabriella Villacis  Landyn D Jordan
Natalie A Newton  Alante’ D Jones
Michaela A Schoeffler  Sheila M Mota
Bryanna Clay  Elizabeth A Cunningham
Miss Kayla J Van Boven  Kelsey J Routh
Abigail J Gunn  Sara Merkin
Phoenix E Willowbloom  Janine A Lancke
Roselyne R Kewe  Daniela Flores
Michael K Monfre  Joshua J Emerson
Alexa McManus  Kendra Ashcraft
Danielle Jacobsen  Britney N Dawkins
Alexandra M Wever  Ingrid M Mateo
Pallavi T Thota  Sieka S Siklo
Sarah L Strickler  Danielle R Titko
Erin R Kraflka  Alexis N Lawrence
Joseph J Callanan  Amber C Champ
Anne J De Ocampo  Shelby N Hairston
Eleanor M Rogowski  Lindsey Lindstrom
Alejandra Ramos  Jenna R Reishus
Lauren B Glover  Kamille S Kirchberg
Elizabeth R Thomas  Najah C Milton
Alice L Duncan  Elizabeth L Havens
Elizabeth A Cunningham  Barbara K Ross
Sade W Gibson  Andrea Nagy-Dol
Pui Ki Lam  Kelley Klezek
Sarah M LeBrun  Amy M Mangum
Landyn D Jordan  Samantha Robinson
Alante’ D Jones  Sandeep K Gill
Sheila M Mota  Esther Minju Lee
Elizabeth A Cunningham  Elizabeth A Durkee
Kelsey J Routh  Jordan A Scott
Sara Merkin  Alexander J Plum
Janine A Lancke  Patricia F Dayleg
Daniela Flores  Laura C Cleland
Joshua J Emerson  Alexa T Huffstetler
Kendra Ashcraft  Renee L Egan
Britney N Dawkins  Jessica P Lopez
Ingrid M Mateo  Jonathan Lerma
Sieka S Siklo  Bernadette Schery
Danielle R Titko  Angela Stander
Alexis N Lawrence  Gabrielle J Mnkaned
Amber C Champ  Emily M Washenko
Shelby N Hairston  Emily Finley
Lindsey Lindstrom  Jan Green
Jenna R Reishus  Elizabeth V Proffitt
Kamille S Kirchberg  Mrika Kadel
Najah C Milton  Paige R Slayton
Elizabeth L Havens  Ashley T Jones
Barbara K Ross  Tessa M Pelger
Andrea Nagy-Dolle  Jerrica R Hampton
Kelley Klezek  Laura Weiss

To view the NCHEC News online, visit: www.nchec.org/news/bullet/
The National Commission for Health Education Credentialing (NCHEC), overseen by the NCHEC Board of Commissioners, continues to meet the organization’s mission to enhance the professional practice of Health Education by promoting and sustaining a credentialed body of Health Education Specialists. NCHEC strives for continued recognition as the premier credentialing organization with a commitment to meet the highest credentialing standards of practice for the health education/promotion profession.

One of NCHEC’s major achievements in 2015 was accreditation from the International Accreditation Service (IAS). The IAS accreditation program for Personnel Certification Bodies is based on ISO/IEC Standard 17024:2012 Conformity Assessment — general requirements for bodies operating certification of persons. Accreditation provides a global benchmark for personnel certification programs to ensure consistent, comparable and reliable operations worldwide. The IAS recognition provides quality assurance to the public and other stakeholders that NCHEC’s policies and procedures are in alignment with high international standards. In addition to ISO 17024 accreditation, the CHES and MCHES programs continue to maintain third-party accreditation from the National Commission for Certifying Agencies (NCCA).

In order to be in compliance with both national and international standards, NCHEC partnered with the Society for Public Health Education, and testing vendor, ProExam, to release the Health Education Specialists Practice Analysis (HESPA) study. A Competency Based Framework for Health Education Specialists – 2015, was subsequently published and included the latest Responsibilities, Competencies, and Sub-competencies that are essential to contemporary health education/promotion practice. The book contains descriptions of the processes, outcomes, and related materials of the psychometric study of the HESPA project. The publication is designed for use by those in the health education/promotion profession as a framework for professional preparation, credentialing, and professional development.

With the release of the HESPA study, NCHEC’s Division Board for Certification of Health Education Specialists (DBCHES) has been working diligently to revise the CHES and MCHES examinations to be reflective of the updated Responsibilities, Competencies, and Sub-competencies. In April 2016, the new MCHES exam will be utilized, based on the HESPA model findings, while the new CHES exam will be used in the October 2016 exam cycle. In addition, The Health Education Specialists: A Companion Guide for Professional Excellence 7th edition, was released in 2015 in preparation for these revised MCHES and CHES examinations.

NCHEC’s Division Board for Professional Preparation and Practice (DBPPP) continues to work with colleges and universities and accrediting agencies to improve professional preparation programs. NCHEC continues to show solid growth in certifying CHES and MCHES. The 2015 exam cycles had the highest number of registrations of all cycles with a total of 2736. As displayed in Figure 1.1, the number of candidates registered for the CHES exam (both fall and spring) increased from 2288 in 2013 to 2736 in 2015. As shown in Figure 1.2, the MCHES registration also continues to have an increase with the largest number of exam registrations in 2015 at 170 – refer to graphs. NCHEC currently supports 130 test sites around the nation and this year offered the examinations at two national conferences: SOPHE and the American School Health Association.

To date, there are over 12,000 CHES and MCHES working in every state in the United States and even some who are practicing internationally. NCHEC works with over 250 designated providers that offer continuing education to our certificants. NCHEC’s Division Board for Professional Development (DBPD) continues to host the “How Do I Maintain my Certification” webinar for educational opportunities regarding the maintenance of certification as well as receiving continuing education hours for participation. DBPD also has been working to increase the number of designated providers, and to educate these providers on the value of offering advanced-level continuing education opportunities in addition to entry-level credits.

In April of 2015, NCHEC launched a revitalized website with a smooth navigation and intuitive design that streamlined and updated the user experience while visiting the site. In the same month, NCHEC transitioned to a new database that increased efficiency of workflow, allowing improved service to CHES and MCHES.

NCHEC’s marketing committee launched year 1 of its three year marketing and communications plan in 2015. The committee continues to implement detailed strategies to address four specific goals.

**Goal #1** – Establish CHES and MCHES-certified health education specialists as highly recognized and valued team members by expanding employers’ endorsements of the credentials.

**Goal #2** – Engage current certificants to create a strong community of certified health education specialists that understands the value of maintaining certification.

**Goal #3** – Create an active and engaged community of post-secondary educators in the field of health education that advocates for CHES certification to students.

*continued on page 6*
Goal #4 – Motivate more health education specialists to apply for the CHES and MCHES exam to ensure there are competent practitioners meeting the needs of all stakeholders, including the public.

2015 was a busy and exciting year as NCHEC continues to support the health education profession by certifying individuals and safeguarding quality assurance in the workforce. As NCHEC looks forward to 2016, the continued implementation of the 2015-2019 strategic plan will be a top priority. NCHEC thanks all CHES and MCHES for their continued commitment to the health education profession by being nationally certified. The support of each person who holds the certification and other stakeholders is essential to NCHEC’s charge to be the premier health education credentialing organization and carry out its mission.

Three Year Comparison of Number of Exam Candidates Registered CHES

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidates Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>2288</td>
</tr>
<tr>
<td>2014</td>
<td>2452</td>
</tr>
<tr>
<td>2015</td>
<td>2736</td>
</tr>
</tbody>
</table>

MCHES EXAM - COMPARISON OF REGISTERED CANDIDATES: 2013 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Candidates Registered</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>97</td>
</tr>
<tr>
<td>2014</td>
<td>122</td>
</tr>
<tr>
<td>2015</td>
<td>170</td>
</tr>
</tbody>
</table>
Congratulations to Kathy Janes Jinkins for her election to the NCHEC Board of Commissioners for a five-year term beginning in 2016. Also, congratulations to the Division Board Directors who were elected for service beginning in 2016: Jill Clutter, Shontelle Dixon, and Susan Nyanzi.

In addition, we would like to share our appreciation for the service of Chris Abarca, Kellie Flannery, Deb Fortune, and Erin Reiney, as they completed their NCHEC terms in 2015. A sincere thank you to all for your hard work and dedication to the boards. Much of the success of NCHEC is due to the many volunteer hours given by such dedicated individuals.

The 2015 NCHEC Board of Commissioners at their face to face meeting in May at the NCHEC headquarters. Front row standing from left to right – Deborah Fortune, Nicolette Powe, Kery Redican, Amy Hedman, Ronenia Jenkins, and Melissa Opp (staff). Back row standing from left to right – Nancy Clfion-Hawkings, Miguel Perez, Dianne Kerr, Larry Williams, Dixie Dennis, Kellie Flannery, Chesley Cheatham, and Linda Lysoby (staff).

The Division Board for Professional Development met in April 2015 for their face to face meeting. Seated from left to right – Chesley Cheatham, Nigel Thomas, and Nicolette Warren. Standing from left to right – Karen Stewart, Erin Reiney, Jennifer Taylor, Melissa Schmell (staff), and Cynthia Kusorgbor-Narh (staff).

The Division Board for Professional Preparation and Practice held their face to face meeting in July 2015. From left to right – Chris Eisenbarth, Miguel Perez, Janice Clark, Julie Zumas, Carolyn Rodgers, Cynthia Kusorgbor-Narh (staff), Tanya Cole (staff), Gwyn Ashcom, and Kery Redican.

The Division Board for Certification of Health Education Specialists during their October 2015 meeting. Seated from left to right – Jim McKenzie, Darlene Saunders, Shana Pack, and Melody Yarbrough Knight. Standing from left to right – Brian Gordon, Chris Abarca, Jill Clutter, Amy Hedman, David Brown, Kathy Allison, and Dianne Kerr.
In response to the Health Education Specialist Practice Analysis (HESPA) results, the Division Board for Certification of Health Education Specialists (DBCHES) has been diligently working to align the CHES and MCHES exams to the updated Sub-competencies. The HESPA results warranted several actions by DBCHES directors. With the assistance of Professional Examination Service, we first identified how the current items in each test bank aligned with the updated Sub-competencies. Since all items in the test banks are associated with a specific Sub-competency, any changes made to the Sub-competencies have a definite impact on the exam items.

For all exam banks, DBCHES reviewed all items and determined if each item needed to be re-rubriced (assigned to a different Sub-competency), moved to the CHES or MCHES exam, edited, or removed from the exam bank altogether. Based on this thorough review, we were made aware of item writing needs by Sub-competency. Item writing tasks were assigned to current DBCHES directors as well as several former directors who volunteered to assist in item writing. All individuals involved in this process received item writing training from Professional Examination Service.

Next, CHES and MCHES items were written and reviewed through a secure, online and remote item writing program. Item writing and review were very lengthy processes, involving multiple drafts and revisions. Exam items were reviewed for validity, clarity, importance of the concept measured, relevance to health education, and appropriate referencing. Before an item was entered into an exam bank, at least three DBCHES directors approved the item. DBCHES directors met in October 2015 for a two-day meeting to construct the MCHES exam; we will meet again in the spring of 2016 to construct the CHES exam. We will also be working to establish a pass point for the exams.

Refer to table to see the percentage of exam items per Area of Responsibility, based on the HESPA results. In April 2016, the updated MCHES exams will be launched, followed by the updated CHES exams in October 2016. Be assured DBCHES is working hard to ensure rigorous certification exam standards and to support NCHEC’s commitment to maintaining the highest level of competence in the health education workforce.

### HESPA and Exam Questions

<table>
<thead>
<tr>
<th>Areas of Responsibility</th>
<th>CHES % of exam</th>
<th>MCHES % of exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Assess Needs, Resources, and Capacity for Health Education/Promotion</td>
<td>15% (25)</td>
<td>10% (17)</td>
</tr>
<tr>
<td>I. Plan Health Education/Promotion</td>
<td>18% (29)</td>
<td>16% (26)</td>
</tr>
<tr>
<td>I. Implement Health Education/Promotion</td>
<td>25% (41)</td>
<td>15% (25)</td>
</tr>
<tr>
<td>I. Conduct Evaluation and Research Related to Health Education/Promotion</td>
<td>9% (15)</td>
<td>20% (33)</td>
</tr>
<tr>
<td>I. Administer and Manage Health Education/Promotion</td>
<td>12% (20)</td>
<td>18% (29)</td>
</tr>
<tr>
<td>I. Serve as a Health Education/Promotion Resource Person</td>
<td>9% (15)</td>
<td>12% (20)</td>
</tr>
<tr>
<td>I. Communicate, Promote, and Advocate for Health, Health Education, and the Profession</td>
<td>12% (20)</td>
<td>9% (15)</td>
</tr>
<tr>
<td>Total</td>
<td>100% (165)</td>
<td>100% (165)</td>
</tr>
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### NCHEC and the APHA Student Assembly

NCHEC participated in a great opportunity to connect with student leaders attending the APHA 2015 Annual Meeting in Chicago. The APHA Student Assembly officers requested that NCHEC present during the Student Assembly, which is held as a part of the APHA Annual Meeting. Approximately 7,000 students and young professionals from a variety of public health–related professions are members of the Student Assembly. The Student Assembly works to build capacity for a stronger public health workforce and infrastructure in the future. Furthermore, the APHA Student Assembly is the nation’s largest student-led organization dedicated to furthering the development of students, the next generation of professionals in public health and health-related disciplines. The Student Assembly represents and serves students of public health and other health-related disciplines by connecting individuals who are interested in working together on public health and student-related issues (http://www.apha.org).

The APHA leadership believes that, as students represent the future of public health, they should have opportunities to be actively involved in APHA activities and governance. To that end, Student Assembly officers are a part of APHA governance. The APHA Student Assembly Chair is an ex-officio voting member of the APHA Executive Board and Governing Council. The Chair-elect is a member of the APHA Intersectional Council Steering Committee. In addition, student representatives are on many other APHA Boards including the Action Board, Editorial Board and the Nation’s Health Advisory Board.

The Student Assembly meeting lasted all day. Throughout this meeting, students heard presentations by APHA officers, social media experts, faculty, and fellow students. Most of the presentations focused on strategies to become more involved in APHA and public health and pursuing a career after graduation.

The 30 minute NCHEC presentation was titled The Road to CHES – Commit to Quality. Information about CHES/MCHES and the health education profession in general was presented. Approximately continued on page 9
Collaborations and the Affordable Care Act (ACA)

National SOPHE has teamed up with NCHEC and APHA’s Public Health Education & Health Promotion Section (APHA-PHEHP) to address the major challenges of health education specialists (HES) in advancing implementation of the Affordable Care Act (ACA). During a May 21, 2015 meeting at SOPHE offices, the HES/ACA Task Force discussed the evolving ACA environment affecting all health education professionals, and pledged to improve stakeholders’ understanding of the value that health education professionals add to health teams in this evolving setting. The group outlined next steps and strategic directions in terms of research, marketing/communications, advocacy, education, and training. Some efforts already underway are summarized below:

- An APHA resolution The Role of Health Education Specialists in a Post Health Reform Environment is up for final vote by APHA’s Governing Council on November 3. The resolution documents health education’s effectiveness and calls on public and private entities to address many of the issues cited in the HES/ACA Task Force report.
- APHA’s 2015 Annual Meeting included two PHEHP invited sessions in November: one that focused on building responsibility, structure of the CHES exam, CHES eligibility, pre-screening services, and application periods and fees.
- NCHEC, SOPHE, and the American Public Health Association’s Public Health Education & Health Promotion Section, want to hear from you!

We are collecting qualitative data regarding the essential contributions of health education specialists to the improvement of health in all populations post healthcare reform. These powerful stories and examples will be used in our efforts to educate policymakers, employers, the public and other stakeholders about the importance of health educators.

In a SOPHE survey completed earlier this year, some 50% of members indicated they had work responsibilities related to ACA. We are eager to hear more about the ways in which your unique skills and training are being used in the field, as well as the challenges and problems that you have encountered. Please share this information with us at http://tinyurl.com/nd4bhvm.

For full details, visit SOPHE’s advocacy web page at: http://www.sophe.org/advocacy.cfm

How are Health Education Specialists Implementing ACA?

Are you a health education specialist who is working to help support the goals of the Affordable Care Act, i.e., increasing access, improving health, and decreasing costs? For example, are you:

- Assisting in your community or organization in health insurance enrollment and/or use of its health insurance benefits?
- Working in or with your hospital’s community benefits department to help coordinate patient and community health education?
- Conducting research related to the ACA, health education and public health?
- Organizing a worksite wellness program and assisting with corporate aims to improve employee wellness?

NCHEC, SOPHE, and the American Public Health Association’s Public Health Education & Health Promotion Section, want to hear from you!

Please share your story by visiting Google doc - http://goo.gl/forms/GxpllQ7OiU. A representative from NCHEC, SOPHE, or APHA-PHEHP, may be following up with you to obtain additional information. If you have any questions, feel free to contact Dr. Cicily Hampton at CHampton@SOPHE.org.

NCHEC and the APHA Student Assembly continued

50 APHA Student Assembly members were in attendance at the time of the NCHEC presentation. During that 30 minutes, Student Assembly members heard about NCHEC, the benefits of certification, professional opportunities for CHES/MCHES, Seven Areas of Responsibility, structure of the CHES exam, CHES eligibility, pre-screening services, and application periods and fees.

About a quarter of the Student Assembly members were studying health education at their respective college and universities and the majority were planning on sitting for the CHES exam after graduation. Other Student Assembly members were in majors other than health education but still expressed much interest in CHES and had many questions. The presentation was a delightful group of highly motivated and energetic pre-professionals.

The Division Board for Professional Preparation and Practice (DBPPP) would recommend that The Road to CHES – Commit to Quality be presented to students at other national, state and local conferences. The Road to CHES – Commit to Quality PowerPoint is currently available from NCHEC so the presentation is literally done for the presenter. All that is required is familiarity with the slides and a good understanding of the function of NCHEC, and with the CHES and MCHES certifications. If you have already achieved the CHES or MCHES designation, you should have a high degree of understanding and appreciation of all the moving parts necessary for certifying health education specialists.
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