Designated Provider Manual

National Commission for Health Education Credentialing, Inc.

www.nchec.org

Effective January 2020
# Designated Provider Manual

## Table of Contents

I. Introduction ................................................................................................................................. 3  
   a. Entry-level CECH definition ................................................................................................. 3  
   b. Advanced-level CECH definition .......................................................................................... 3  
II. Benefits of Becoming a Designated Provider ........................................................................... 3  
III. Designated Provider Categories .............................................................................................. 4  
IV. Designated Provider Events .................................................................................................... 4  
V. Designated Provider Responsibilities ......................................................................................... 5  
   a. Contact Information Changes ............................................................................................... 5  
   b. Certificates ............................................................................................................................ 5  
   c. Records Maintenance ........................................................................................................... 6  
   d. Reporting Deadlines ............................................................................................................ 6  
VI. Continuing Competency .......................................................................................................... 6  
   a. Background ......................................................................................................................... 6  
   b. Definition ............................................................................................................................ 7  
   c. Continuing Competency Requirements for Designated Providers ...................................... 7  
   d. Determining Continuing Competency credits ....................................................................... 7  
   e. Types of Continuing Competency Opportunities ................................................................. 8  
VII. Calculating CECH for Designated Provider Programs ............................................................. 8  
VIII. Single Event Provider (SEP) ................................................................................................ 8  
   1. Universal Event Provider (UEP) .......................................................................................... 8  
   2. Self-Study Event Provider (SSP) ......................................................................................... 8  
      a. Approval Criteria for SEPs ............................................................................................... 8  
      b. Submitting the Application ............................................................................................. 9  
      c. Application Review ......................................................................................................... 9  
      d. Appeals Process .............................................................................................................. 9  
      e. Withdrawal of Application ............................................................................................. 9  
      f. Application Fee ............................................................................................................... 9  
      g. Records Maintenance ...................................................................................................... 10  
      h. Reporting ...................................................................................................................... 10  
IX. Annual Event Provider (AEP) ................................................................................................ 10  
   a. AEP Application Instructions ............................................................................................... 11
b. Reporting Requirements ................................................................. 11

c. Appealing a Decision ................................................................. 11

X. Multiple Event Provider (MEP) .................................................. 11

a. Approval Criteria for MEPs ...................................................... 11

b. Affiliates .................................................................................. 12

c. Requirements for Designation of MEPs with Affiliates ............. 12

d. Co-Sponsorship Guidelines for MEPs ....................................... 12

e. Designation Periods and Fees .................................................. 12

f. Reporting Requirements for MEPS ........................................... 12

g. Types of Notifications ............................................................ 13

h. Withdrawal of Application ...................................................... 14

i. MEP Redesignation ................................................................. 14

XI. Provider Application Forms ................................................... 14

Appendix A: Areas of Responsibility, Competencies, and Sub-competencies .......... 15

Appendix B: Continuing Competency: Sample assessment questions ..................... 16

Appendix C: Sample Certificates of Attendance ............................................. 19

Appendix D: Sample Evaluation Form .................................................. 21

Appendix E: How to Align Health Education Competencies to Learning Objectives .. 23

Appendix F: MEP Audit Request Form .................................................. 25
I. Introduction

The National Commission for Health Education Credentialing, Inc. (NCHEC) awards ‘Designated Provider’ status to organizations approved to offer continuing education activities for Certified Health Education Specialists (CHES®) and Master Certified Health Education Specialists (MCHES®). As a national credentialing organization whose mission is to improve the quality of professional development and practice for health education specialists, NCHEC seeks to promote scientific, ethical and state-of-the-art programs of professional preparation and continuing education. The term NCHEC uses to indicate health education continuing education credit that addresses the Areas of Responsibility and Competencies for Health Education Specialist is Continuing Education Contact Hours (hereon referred to as CECH).

NCHEC requires all active CHES® and MCHES® to pursue continuing education in all of the Areas of Responsibility and Competencies for Health Education Specialists (Appendix A), with the understanding that competence in all of these Areas is essential to successful health education and promotion practice.

Continuing education experiences can come in many forms, and may include seminars, conferences, workshops, academic courses, satellite instruction, training programs, and directed self-study programs. The CECH earned by an individual through these experiences can be classified as a) entry-level, or b) advanced-level.

a. Entry-level CECH. Continuing education for entry-level health education specialists is defined as educational experiences that assist in the development or enhancement of knowledge and skills directly related to the Seven Areas of Responsibility and associated Competencies (Appendix A).

b. Advanced-level CECH. Continuing education for advanced-level health education specialists is defined as educational experiences that assist in the development or enhancement of knowledge and skills directly related to the 61 Sub-competencies for Master Certified Health Education Specialists (MCHES®) found highlighted as advanced in Appendix A.

II. Benefits of Becoming a Designated Provider with NCHEC

If your organization is currently or is considering offering professional development opportunities of interest to health education professionals you may want to consider becoming a designated CECH provider. The benefits of becoming such a provider include:

- Increasing the visibility of your organization by attracting more health education professionals to your activities
- Elevating your organization’s credibility by being a nationally recognized provider of continuing education for health education specialists
• Enhancing the health education profession by providing a valuable service to your community
• Once designated an NCHEC Provider, a mailing list via e-mail will be available at no charge upon request.
• A Social Media request form for a free post on NCHEC’s social media outlets (must provide provider #, content, and registration link to jwessner@nchec.org for approval)
• “A Competency-Based Framework for Education Specialists – 2015” (value $70.00)
• Reaching an audience of over 14,500 active certified professionals to promote your event(s)

III. Designated Provider Categories

NCHEC offers several different types of Designated Provider options for the needs of differing organizations. Most of these categories will require a CHES® or MCHES® to participate on the planning committee for the event(s).

The Single Event Provider (SEP) designation is for organizations who plan to offer only a few programs per year or who seek approval for only one activity.

• Single event providers can also fall into the category of Universal Event Providers (UEP), or Self-Study Providers (SSP), based off guidelines found in Section VIII of this manual.

The Annual Event Provider (AEP) designation is for organizations that have sponsored a regional or national annual meeting or conference for at least five consecutive years.

The Multiple Event Provider (MEP) designation is for organizations that plan to offer several continuing education activities and are approved in either two or four year increments.

IV. Provider Events

Learning experiences that may be offered by NCHEC providers include, but are not limited to:

1. **Live events**: learning experiences that require physical attendance at a specified time.
   • Conferences/Seminars/Workshops
   • College/University Courses
   • Teleconferences/web-based broadcasts

   Live events may be offered in the following **time frames**:
   • In one day within a minimum of one contact hour.
o Over two or more consecutive days.
o Several times (identical event at multiple sites) during a one-year period.
o In a series; in which case, the SEP must demonstrate the following:
   1.) The application must show that all planning for the series is completed at
       the time of the application (dates, learning objectives, location, etc.)
   2.) The series has a central theme tying the hours together
   3.) The entire series must be completed within one year

2. Directed Self-Study: learning experiences in which learners can participate
   without regard to time or location. An offering must consist of a learning module and
   an assessment (test, quiz) to be submitted for scoring and credit.
   • Peer-reviewed, journal-based articles
   • Published educational/informational materials (conference proceedings,
     government reports, etc.)
   • Prepackaged learning
   • Audio or videotaped educational events
   • Computer-based learning opportunities

V. Designated Provider Event Responsibilities

a. Contact Information. Notify NCHEC (admin@nchec.org) immediately if there is a change
   of address, phone number, contact person, etc.

b. Certificates. Each Designated Provider is responsible for the development and use of an
   attendance certificate which includes the following information required by NCHEC. The
   provider may additional information, as deemed necessary. This certificate may be computer
   generated.
   o Name of Participant
   o CHES® or MCHES® Number
   o Total Number of Continuing Education Contact Hours (CECH) Earned
     ▪ Entry-level CECH earned
     ▪ Advanced-level CECH earned (if applicable)
     ▪ Continuing Competency CECH earned (if applicable)
   o NCHEC Provider ID Number
   o Program Title
   o Program Date
   o Statement (this statement is required to be printed on each certificate):

   “Sponsored by (name of organization), a designated provider of continuing education contact hours
   (CECH) in health education by the National Commission for Health Education Credentialing, Inc. This
   program is designated for Certified Health Education Specialists (CHES) and/or Master Certified
   Health Education Specialists (MCHES) to receive up to___ total Category I contact education contact
   hours. Maximum advanced-level continuing education contact hours available are ____ . Continuing
   Competency credits available are_____.” Provider ID#____________
Please Note: Use of the NCHEC official logo in by Designated Providers within promotional materials is not permitted. Use of the CHES® and MCHES® logo, or “badge” may be requested by emailing NCHEC.

c. Records Maintenance. Designated Providers must maintain records on the event for five (5) years, including:
   • Location, date and number of contact hours earned for the event
   • Information on goals, objectives, responsibilities addressed, presentation methods, and presenters
   • List of events CHES®/MCHES® participants and CECH earned, including continuing competency hours (if offered)
   • Participant evaluation summary report
   • Copy of Continuing Competency Assessment (if applicable)

d. Reporting Deadlines. The reporting requirements are different for the varied provider categories. Please refer to the following:
   • Annual or Single Event Providers (AEPs, SEPs)
     o AEPs and SEPs are required to report live events within 60 days of the event conclusion. A report template is include with your initial provider designation packet. Along with this report, an evaluation summary must be included (please do not send individual participant evaluations.) The evaluation summary can be provided in whichever format your organization utilizes.
   • Multiple Event Providers (MEPs and SSP’s)
     o MEPs and SSP’s are required to report on a quarterly basis (January, April, July and October). MEP’s and SSP’s are required to submit quarterly reports even if there were no participants during that quarter. An excel spreadsheet will be provided to all MEPs and SSP’s upon application approval for ease of record-keeping.

VI. Continuing Competency

a. Background

NCHEC is fully committed to certifying individuals in accordance with national and international accreditation standards. Both the National Commission for Certifying Agencies (NCCA) and the International Accreditation Service (ISO 17024) have recently revised their accreditation standards to now include continuing competency measurements.

As part of NCHEC’s overall mission to develop standards for professional preparation, we wholly support the concept of continuing competency, as it serves only to increase the value and the distinction of the CHES® and MCHES® certifications. As an organization, we take our accreditation by NCCA and IAS (ISO 17024) very seriously, and thus the measurement of a
Certificant’s ongoing commitment to professional development has become an important factor in the maintenance of the CHES® and MCHES® certifications in order to demonstrate compliance with current accreditation standards. We feel that continuing competency assurance is desirable and would be a plus for the profession as well as organizations and consumers receiving the services of CHES® and MCHES®.

Effective April 1st of 2019, CHES® and MCHES® will need 5 Continuing Competency credits completed within their 5-year cycle to recertify. A measurement of an individual’s continued competence during his/her 5-year recertification cycle will include either:

1) an assessment/quiz provider of Category I CECH OR
2) an evaluation of job duties by a supervisor (Category II CECH).

b. NCHEC’s Definition of Continuing Competency:

| Demonstrating specified levels of knowledge, skills, or ability not only at the time of initial certification but throughout an individual’s professional career. The NCHEC recertification requirements demonstrate continued competence. |

c. Continuing Competency Requirement for Designated Providers

Continuing Competency offering by providers is not mandatory, however, all CHES® and MCHES® will need to locate CECH that evaluate continuing competency in order to recertify. If a provider offers continuing competence opportunities, it will be more attractive to those seeking credits. Providers who offer continuing competency credits will receive no-cost advertising for their programs on the NCHEC website. Many credit opportunities currently offered by NCHEC Designated Providers may already qualify as a continuing competency assessment.

d. Determining Continuing Competency CECH for Continuing Education Opportunities

- NCHEC Providers will need to determine which of their CECH opportunities will fulfill the measurement of the continuing competency of a registrant, and submit a record of these opportunities to NCHEC with the New Reporting Form Template found at www.nchec.org/providers.
- Providers can independently determine the best method of assessing continuing competency based on the content or structure of their continuing education opportunities. NCHEC will not be involved with approving assessments, quizzes or questions; we strongly believe that our providers are best equipped to evaluate certificants.
• Many credit opportunities currently offered by NCHEC Designated Providers may already qualify as a continuing competency assessment. (See Types of Continuing Competency Opportunities below)

e. Types of Continuing Competency Opportunities

There are several types of Category I CECH that may count as Continuing Competency credits:

- Self-studies (with an end of study assessment)
- Workshops (with teach-backs, demonstration of skills, or written assessments)
- Professional Readings (with assessment)
- Conference sessions

Note: If your conference session will include a continuing competency assessment, please keep in mind that the assessment quiz/questions should be directly linked to at least one Area of Responsibility or advanced-level Sub-competency. Types of continuing competency assessment questions can include:

- Discussion or written assessment questions
- Multiple choice assessment questions

VII. Calculating CECH for Provider Events

One CECH should be equal to one 60-minute hour of instruction. CECH can be calculated by rounding up to the next quarter (1/4) hour. Ancillary activities, such as breaks, exhibits and meals are not included. A meal at which a presentation is made may be included for the portion of time covered by the presentation.

VIII. Single Event Provider (SEP)

The Single Event Provider (SEP) designation can be sought by an organization that is a legal entity at the international, national, state, or local level, and is responsible for continuing education in health education and promotion, or a related field. There are two sub-groups that an SEP can fall under:

1. **Universal Event Provider (USEP).** The Universal Provider application is used instead of a Single Event Provider application when an applicant organization does not have an active CHES®/MCHES® on their planning committee. Instead of the CHES®/MCHES®, they must show documentation that they are an approved provider of continuing education credits for another health profession. This will result in approval as a Single Event Provider.

2. **Self-Study Provider (SSP).** SSP designation can be sought by those providers who offer self-paced courses for continuing education opportunities. Guidelines for SSP’s fall under the Single Event Provider category. SSP’s should complete the SEP Application provided in Appendix F. A Self-Study Provider application will be approved for a period of one year.

a. Approval Criteria for SEPs
On the SEP application, the provider must demonstrate that:

- A CHES®/MCHES® has participated on the program planning committee.
- Learning objectives have been established for each session, which address at least one of the Seven Areas of Responsibility for entry-level events and at least one of the 61 Sub-competencies for advanced-level events.
- An evaluation form has been developed addressing the specific learning objectives for each session. (See Application)
- A certificate of attendance/completion has been created in accordance with the sample provided. (See Application)

b. Submitting the Application

Applications must be received by NCHEC no later than 30 days prior to the start of the event in order to receive a decision on approval. Please submit an SEP application to: mschmell@nchec.org. Applications received less than 30 days prior to the event will be reviewed, but notification of approval may not be communicated prior to the event date. If submitted less than 30 days prior to the event a $25 late fee will be added to the application fee. Upon submission of the application, you may add the following statement to any marketing materials: “Application for CHES® (entry-level) / MCHES® (advanced-level) Category I continuing education contact hours (CECH) has been made to the National Commission for Health Education Credentialing, Inc. (NCHEC).”

c. Application Review

The NCHEC office staff reviews all SEP applications. Applications that require additional review may be referred to the Division Board for Professional Development (DBPD). Notification of designation status will be sent from the NCHEC office.

d. Appeals Process

Any organization wishing to appeal a decision of non-designation must submit, within 30 days of notification of NCHEC’s decision, a written request to the NCHEC office requesting reconsideration. This request must include information to support the overturning of the decision. The decision of the DBPD made on an appeal is considered final. The SEP designation fee is not refundable.

e. Withdrawal of Application

An organization may withdraw its application from consideration at any time prior to designation. Notice of the intent to withdraw the application must be made in writing to the NCHEC office. The Single SEP designation fee is not refundable.

f. Application Fee

The basic application fee for a SEP is $65.00 per event or self-study offering. The designation period is 12 months. If the applicant wishes to offer the same live event more than one time during the 12 months following the date of initial presentation, an additional fee of $25.00 is required for each additional time the event is to be offered. If the applicant intends to capture a live event for future
use as a self-study, an additional fee of $65.00 is required for the self-study designation (total application fee for both is $130.00). Example: A one-time conference is recorded for future use as a taped self-study package. If both will be offered for entry or advanced-level credits, the program will receive designation as a single event and a self-study.

g. Records Maintenance
SEPs will be expected to maintain the following records on designated events for five years:

- Copy of completed SEP application.
- Name and ID number of participating CHES®/MCHES® and number of CECH earned by each. 
  NOTE: Individuals who obtain the MCHES certification will retain the same ID number. The CHES®/MCHES® prefix will change. If CHES® attend advanced-level activities, entry-level CECH will be awarded to that individual by NCHEC.
- Summary of participant evaluations.

h. Reporting
SEPs are required to report live events within 60 days of the event’s conclusion. Quarterly reports are required for all self-study offerings. A report template will be included with the provider designation packet.

IX. Annual Event Provider (AEP)
The Annual Event Provider Application is for organizations that have sponsored a regional or national annual meeting or conference for at least five consecutive years. Annual Event providers must have at least two CHES®/MCHES® on their planning committee to be eligible.

Organizations must meet the following criteria and be able to provide a strategy for assuring quality in program design, implementation and evaluation. All organizations that offer an annual convention or conference which provides continuing education opportunities for CHES/MCHES are encouraged to utilize this application. If requested, organizations must be able to provide proof of the following criteria:

1. The organization is legally recognized by articles of incorporation.
2. The organization has and can document a structure for serving the needs of those professionals practicing in the field of health education.
3. An annual conference is and has been part of the organizational structure for the past five years.
4. The application indicates a conference of national and/or regional scope.
5. The theme or focus of the annual conference(s) has relevance to the field of health education.
6. Two or more CHES®/MCHES® serve on the planning committee for this conference or convention.
7. This annual conference is marketed to CHES®/MCHES®.
8. The organization can provide supporting evidence and documentation (brochures, announcements, program booklets of previous offerings) that shows experience in implementing and evaluating past events.

9. The organization can submit an evaluation summary of past conferences.

a. **AEP Application Instructions**

Applications for designation as an Annual Event Provider (AEP) must be received in the NCHEC office no later than 45 days prior to the start of the event to be designated. Applications received before 45 days will be reviewed but notification of designation may not be communicated prior to the event date. Applications submitted less than 45 days prior to the event will be charged a $25 late fee. Upon submission of the application, you may add the following statement to any pre-event publicity or marketing material: “Application for CHES® (entry-level) / MCHES® (advanced-level) Category I continuing education contact hours (CECH) has been made to the National Commission for Health Education Credentialing, Inc. (NCHEC).”

The NCHEC office staff reviews all AEP applications. Applications in need of further review may be referred to the Division Board for Professional Development (DBPD). Notification of designation status will be sent from the NCHEC office.

b. **Reporting Requirements.** AEPs are required to report live events within 60 days of the event’s conclusion. A report template will be included with the provider designation packet.

c. **Appealing a Decision.** Any organization wishing to appeal a decision of non-designation must submit, within thirty days of notification of NCHEC’s decision, a written request to the NCHEC office requesting reconsideration. This request must include information to support the overturning of the decision. The decision of the DBPD on an appeal is considered final. The AEP designation fee is not refundable.

X. **Multiple Event Provider (MEP)**

The Multiple Event Provider (MEP) designation may be requested by an organization at the international, national, state or local level that has been operational as a legal entity and active in the provision of continuing education for at least one year. The criteria for designation as a MEP focus on the organization’s commitment to and management of continuing education programs in health education.

a. **Approval Criteria for MEPs.** All applicants must demonstrate:

1. evidence of an organizational mission statement or other written policy that clearly defines the organization’s responsibility to continuing education in health education
2. evidence of the availability of resources (staff, finances, etc.) necessary to establish and maintain the continuing education program in health education
3. evidence of either: a.) two previous successful continuing education programs using the NCHEC Single Event Provider (SEP) application within the preceding two-year period b.)
current designation as a provider of continuing education for another health profession (i.e., nursing, diabetes, social work, etc.) along with documentation of two upcoming events on the Alternate Application Form.

b. **Affiliates.** The MEP may have affiliates that develop and deliver events at various locations. An affiliate is defined as an entity of the MEP through a formal relationship identified by any of the following:
   - Bylaws
   - Common mission, goals, and objectives
   - Subunit or chapter of the MEP
   - Shared resources (financial, office space, staff, equipment, etc.)

c. **Requirements for Designation of Multiple Event Providers with Affiliates**
   - A list of those affiliates of the organization that will be participating in offering events
   - Evidence of a system to assure that events offered by the affiliates meet the same guidelines as those offered by the MEP
   - Evidence of a system for collecting and reporting accurate and timely event information by affiliates

d. **Co-Sponsorship Guidelines for Multiple Event Providers.** Once NCHEC multiple event provider designation is received, MEPs may work collaboratively with other organizations to offer continuing education programs. The guidelines for such offerings are as follows:
   1. The event must have at least one active CHES®/MCHES® involved in the planning of the event.
   2. All NCHEC requirements for continuing education programs must be met.
   3. The MEP must assume responsibility for submitting final reports and maintaining all event records.

e. **Designation Periods and Fees.** The applicant should choose a period of designation of two or four years. Final decisions on the application will be made within 60 days of receipt of the application and appropriate fee. The applicant will be notified in writing of the dates of the designation period. NCHEC will forward redesignation procedures approximately 45 days prior to the end of the designation period.

The following chart is intended as an easy reference for calculating application fees for Multiple Event Providers:

<table>
<thead>
<tr>
<th>Application Fee</th>
<th>Period of Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two Years</td>
</tr>
<tr>
<td>Single Organization</td>
<td>$550</td>
</tr>
<tr>
<td>Organizations with 1 or more affiliates</td>
<td>$800</td>
</tr>
</tbody>
</table>

**Period of Designation:** Two years or four years beginning January 1 or July 1.

f. **Reporting Requirements.** A quarterly report is required of all MEPs. A report is due even if no events were offered or if no CHES/MCHES were in attendance at offered events. MEPs
MUST also report upcoming events to NCHEC for marketing purposes. Report templates will be included with the designation packet.

g. Types of Notification. The following actions may be taken on any MEP application:

1. Approval of application with designation as a provider
2. Non-approval of application with an explanation as to the reason for non-designation to assist the organization with future submissions. In the event of non-designation, the application fee will be refunded, less a $100 administrative fee. Any applicant for provider designation may appeal a decision of non-designation. All appeals must be made in writing, to the Division Board for Professional Development, within 30 days of notification of non-designation. The board’s decision will be issued within 60 days, and will be final.
3. Provisional Designation with a grace period not to exceed six months, may be extended to provide evidence of corrected deficiencies. During this six-month period the provider may award continuing education contact hours for sponsored events. Upon receipt of full designation, the period of designation is retroactive to the date provisional status was granted.
4. Audit of Provider will be performed by NCHEC through random audits of MEP providers on a yearly basis. Five percent of MEP providers will be audited each year. The purpose of the audit is to ensure that events/courses being offered are in alignment with NCHEC’s Areas of Responsibility and are following NCHEC’s guidelines as outlined in this manual.

During the audit process, the following information will be evaluated:

- Program planning.
  - Objectives align with Areas of Responsibility/sub-competencies
  - Number of credits awarded aligns with agenda
  - Reviewed by CHES® or MCHES®

- Record keeping
  - Sign-In Sheets/Attendance records
  - Certificate of attendance
  - Evaluation

- Advertising
  - NCHEC designation statement
  - Permission for Use signed and followed

- Reporting
  - Submitted reports on time
  - Accuracy of reports

After review of the documentation, the MEP provider will be notified the status of their audit. Providers will be awarded the following status.

- Satisfactory-All requirements are met and procedures being followed.
- Unsatisfactory may result in the following:
- Review of additional materials
- Provider Improvement Plan
- Probationary period of 6 months.
- Board Review
- Revocation of provider status if issues not addressed

h. **Withdrawal of the Application.** An administrative fee of $100 will be retained should the applicant withdraw from the review. Intent to withdraw from the review process must be submitted in writing.

i. **MEP Redesignation.** Providers will be notified 2 months prior to their expiration date, along with redesignation requirements. A payment of the required fee is necessary to complete the redesignation.

**XI. Provider Application Forms**

All application forms are available on the NCHEC.org website and are downloadable as writable pdfs. Please submit all applications or application-related questions to mschmell@nchec.org.

a. **MEP Application**
b. **SEP Application**
c. **Universal Application (USEP)**
d. **AEP Application**
Appendix A. Areas of Responsibility, Competencies, and Sub-competencies

A critical factor in the establishment of an effective professional development program is the designation of agencies/organizations, which can provide quality continuing education events. Continuing Education for health education specialists is defined as educational experiences, which assist in the development or enhancement of knowledge and skills directly related to Seven Areas of Responsibility and related Competencies identified in “A Competency-Based Framework for Health Education Specialists – 2015.” The Seven Area of Responsibilities are:

Area I: Assess Needs, Resources and Capacity for Health Education/Promotion
Area II: Plan Health Education/Promotion
Area III: Implement Health Education/Promotion
Area IV: Conduct Evaluation and Research Related to Health Education/Promotion
Area V: Administer and Manage Health Education/Promotion
Area VI: Serve as a Health Education/Promotion Resource Person
Area VII. Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession

View Competencies and Sub-competencies
Appendix B: Continuing Competency: Sample assessment questions

Continuing Competency Assessment (Sample Assessment Questions)

Sample #1:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
<th>CHES/MCHES #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Wednesday, April 4, 2018**
4:15 PM 5:45 PM
Deep Dive: Equity and Justice

**Objective:**
Describe at least 3 strategies for incorporating the principles of collaborative practice that promote meaningful change, justice, and equity into health programming and evaluation.

Thank you for taking part in the Continuing Competency Assessment Pilot. Please answer the following:

In the space provided, describe a way you would apply a strategy incorporating the principles of collaborative practice that promote meaningful change, justice, and equity into health programming and evaluation.
Sample #2

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
<th>CHES/MCHES #</th>
</tr>
</thead>
</table>

**Thursday, April 5, 2018**
2:45 PM - 4:15 PM

Training the Next Generation of Health Educators

**Objectives:**
- Discuss at least two approved NCHEC policy changes for recertification which will reflect an assessment of continued competency for the CHES and MCHES certifications
- Select, adapt and/or create at least two instruments to collect data needed for assessing program effectiveness.
- Identify at least three NCHEC policy changes to the administration of the national examinations to explain the reasons for decisions as well as benefits to the health education profession.

Thank you for taking part in the Continuing Competency Assessment Pilot. Please circle your answer to the following:

1. **Which does not apply to completing a Category II claim form?**
   a) Complete a self-appraisal of his/her performance demonstrating continuing competence.
   b) Select an assessor to review and respond to the Continuing Competence Performance Assessment and return it to the certificant.
   c) The certificant will submit the assessment to NCHEC.
   d) Category II Claims forms are going away.

2. **Which does not apply to completing a Category II claim form?**
   e) Complete a self-appraisal of his/her performance demonstrating continuing competence.
   f) Select an assessor to review and respond to the Continuing Competence Performance Assessment and return it to the certificant.
   g) The certificant will submit the assessment to NCHEC.
   h) Category II Claims forms are going away.

3. **Which does not apply to completing a Category II claim form?**
   i) Complete a self-appraisal of his/her performance demonstrating continuing competence.
   j) Select an assessor to review and respond to the Continuing Competence Performance Assessment and return it to the certificant.
   k) The certificant will submit the assessment to NCHEC.
   l) Category II Claims forms are going away.
Thank you for taking part in the Continuing Competency Assessment Pilot. Please answer the following:

(1) Which evaluation strategy used to assess process and impact obesity prevention interventions would you use in your practice and why?

(2) Recap one benefit and one challenge shared, how can you in your own planning process of a Minority Health Coalition?

(3) Which component of the AAPAC is most impactful in training workshops for early childcare teachers and providers and why?
Appendix C: Sample Certificate of Attendance

SAMPLE

Certificate of Attendance/Completion

CHES/MCHES NAME____________________________ CHES/MCHES #_____________________

Completed the following program:

PROGRAM TITLE

Date of program completion__________________________________________________________

Location of event (N/A for self-study)________________________________________________

Sponsored by (name of organization), a designated provider of continuing education contact hours (CECH) in health education by the National Commission for Health Education Credentialing, Inc. This program is designated for Certified Health Education Specialists (CHES) and/or Master Certified Health
Education Specialists (MCHES) to receive up to ____________ total Category I continuing education contact hours. Maximum advanced-level CECH available are _____________. Continuing Competency credits available are _______.

Total contact hours earned________________________
Entry-level contact hours earned_____________________
Advanced-level contact hours earned__________________
Continuing Competency____________

Provider ID #____________

___________________________________
Signature of Authorized Organization Representative
Appendix D: Sample Evaluation Form

SAMPLE EVALUATION FORM

Continuing Education Evaluation Form

NAME OF ORGANIZATION
NAME OF PROGRAM
DATE OF PROGRAM

PARTICIPANT’S NAME_______________________________ CHES/MCHES #______________

SESSION NAME___________________________________________________________

How well were the learning objectives met? *(Please evaluate each objective on the scale below)*

1 = Not met    2 – Not very well met    3 = Somewhat met    4 = Well met    5 = Very well met

• (List the first objective)
• (List the second objective)
• Etc.

Please rate the degree to which the session met your learning needs.

1 = Not met    2 – Not very well met    3 = Somewhat met    4 = Well met    5 = Very well met

Please rate each speaker on each category in the table blow.

1 = Very Poor    2 = Poor    3 = Fair    4 = Good    5 = Excellent
<table>
<thead>
<tr>
<th>SPEAKERS</th>
<th>Knowledge of Subject Matter</th>
<th>Organization/Clarity of Presentation</th>
<th>Useful Information</th>
<th>Speaker/Participant Interaction</th>
<th>Use of Allotted Time</th>
<th>Audio/Visual Aids</th>
<th>Handouts</th>
</tr>
</thead>
<tbody>
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</table>

Was the facility conductive to learning?

_____ YES  _____ NO  (If no, please indicate the contributing factors. *(check all that apply)*

_____ Size of room
_____ Room set-up
_____ Room temperature
_____ Acoustics
_____ Lighting

Please rate the overall quality of this session on the scale below.

1 = Very Poor  2 = Poor  3 = Fair  4 = Good  5 = Excellent

Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Appendix E: How to Align Health Education Competencies to Your Learning Objectives

Highlighted key words/phrases were used as a guide for selecting the most applicable Sub-competencies.

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>HESPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide motivational enhancement matched to client’s stage of change;</td>
<td>3.3.2 (Adv. 1) Apply theories and/or models of implementation</td>
</tr>
<tr>
<td>Design contingency management techniques for specific target behaviors; use</td>
<td>2.3.3 (Adv. 1) Apply principles of evidence-based practice in selecting and/or designing strategies/interventions</td>
</tr>
<tr>
<td>cognitive-behavioral therapeutic techniques;</td>
<td></td>
</tr>
<tr>
<td>Use repetition and skill building to address functioning problems; and encourage</td>
<td>1.5.4 (Entry) Identify and analyze factors that foster or hinder</td>
</tr>
<tr>
<td>client involvement in self-help groups.</td>
<td>acquisition of skills</td>
</tr>
<tr>
<td>Describe risk reduction and prevention measures.</td>
<td>6.1.4 (Entry) Adapt information for consumer</td>
</tr>
<tr>
<td>Describe the health risks and effects of prolonged exposure to radon</td>
<td>6.1.5 (Entry) Convey health-related information to consumer</td>
</tr>
<tr>
<td>Identify at least 2 resources to assist with patient education</td>
<td>6.2.3 (Adv. 1) Identify resources needed to conduct training</td>
</tr>
<tr>
<td>List effective strategies to communicate about the risk of radon exposure.</td>
<td>7.1.7 (Entry) Deliver messages using media and communication strategies</td>
</tr>
<tr>
<td>It will describe new accountable care delivery system models that address</td>
<td>6.1.4 (Entry) Adapt information for consumer</td>
</tr>
<tr>
<td>population health needs.</td>
<td>6.1.5 (Entry) Convey health-related information to consumer</td>
</tr>
<tr>
<td>This conference provides a venue for healthcare providers, community-based</td>
<td>5.3.2 (Adv.1) Facilitate discussions with partners and other stakeholders regarding program resource needs</td>
</tr>
<tr>
<td>organizations and educators to share evidenced-based, replicable strategies and</td>
<td>5.3.3 (Entry) Create agreements (for example, memoranda of understanding) with partners and other stakeholders</td>
</tr>
<tr>
<td>develop partnerships.</td>
<td></td>
</tr>
<tr>
<td>Speakers will discuss effective strategies for increasing access to healthy</td>
<td>6.2.3 (Adv. 1) Identify resources needed to conduct training</td>
</tr>
<tr>
<td>foods and providing patients and the community with the right tools and nutritional</td>
<td></td>
</tr>
<tr>
<td>information that will allow them to take an active role in managing their health.</td>
<td></td>
</tr>
<tr>
<td>This seminar will expose participants to cutting edge models to ensure that vital</td>
<td>2.3.8 (Entry) Adapt existing strategies/interventions as needed</td>
</tr>
<tr>
<td>recovery supports and services are available to all who need and want them.</td>
<td>3.2.4 (Adv. 1) Develop training using best practices</td>
</tr>
<tr>
<td>This workshop will provide an overview of a wellness model as well as the relevant</td>
<td>6.1.4 (Entry) Adapt information for consumer</td>
</tr>
<tr>
<td>social determinants, along with some suggestions for</td>
<td>6.1.5 (Entry) Convey health-related information to consumer</td>
</tr>
</tbody>
</table>
personal and system level change towards areas and methods for intervention.

Attendees are challenged in this conference to consider the value of applying the wellness model and social determinant framework as a strategy to address Substance Abuse and Other Behavioral Addictions toward Recovery.

Wellness Recovery also addresses inequities and promotion of social justice by exposing participants to Peer Coaching.

| 2.3.8 (Entry) Adapt existing strategies/interventions as needed | 3.2.4 (Adv.1) Develop training using best practices |
| Wellness Recovery also addresses inequities and promotion of social justice by exposing participants to Peer Coaching. | 2.3.4 (Entry) Apply principles of cultural competence in selecting and/or designing strategies/interventions 2.3.5 (Entry) Address diversity within priority populations in selecting and/or designing strategies/interventions |

Creating Measureable Learning Objectives

Learning objectives must clearly identify the intended outcomes participants will be able to demonstrate as a result of attending/participating in your presentation. Verbs that cannot be clearly demonstrated (understand, learn, etc.) do not meet this criterion. Your learning objectives MUST include one of the following demonstrable verbs: explain, demonstrate, analyze, formulate, discuss, compare, differentiate, describe, name, assess, evaluate, identify, design, define or list.

Here are some examples of well-written learning objectives:

1. Identify current and emerging issues that influence public health and health education, give latest research findings.
2. Identify factors that influence health behaviors, contributing to epidemic outbreaks in urban and global health.
3. Describe how to use and integrate specific food confidence building tools into health education, training and practice.
4. Describe a flexible nutrition and recipe framework that can be integrated into health education, training and practice.
5. Identify factors that influence health behaviors, contributing to epidemic outbreaks in urban and global contexts.
6. Develop culturally appropriate training based on best practices for research and practice.
Appendix F: MEP Audit Request Form

NCHEC Multiple (MEP) Event Provider Audit Request

Provider Name: 

Provider ID: 

Thank you for your support of the CHES®/MCHES® credential by being a provider of Category I credits.

Professional Development encompasses the education and training integral to the maintenance and enhancement of one’s competence in the field of health education and promotion. Professional development follows a previously attained level of competence gained through professional preparation. The purpose of the MEP audit is to ensure that the provider events/courses you have registered with NCHEC are in alignment with the Areas of Responsibility of Health Education Specialists.

Your organization has been randomly selected by NCHEC for an audit. This process will be performed to verify that MEP providers are following NCHEC’s requirements as outlined in the Provider Manual.

Based on the number of events/courses you offer throughout your designation period you will be asked to provide information on the following number of events/courses:

<table>
<thead>
<tr>
<th>Events/courses offered</th>
<th>Number to be audited</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-50</td>
<td>2</td>
</tr>
<tr>
<td>50-100</td>
<td>4</td>
</tr>
<tr>
<td>100+</td>
<td>8</td>
</tr>
</tbody>
</table>

NCHEC will review the information submitted to determine if it is in alignment with NCHEC’s provider policies (See provider manual at nchec.org/providers).

The following page will outline the materials needed for our review of the selected events/courses. Please complete the information and attach the appropriate documentation and return within two weeks of receipt.

The audit information is due to NCHEC by:


Name of Person Submitting Information, phone and email.

Signature

For each event/course selected, please provide the following information.

1. Date & Location

2. CHES®/MCHES® Reviewer (name and ID#)

3. Total credits awarded for attendance. (entry, advanced, continuing competency)

4. If the NCHEC mailing list was used for promotion list all dates the event was promoted via email.

Please attach the following documents to this audit form:

1. Agenda
2. Learning objectives aligned with the Areas of Responsibility/Sub-Competencies
3. Promotional materials (flyers, brochures, screenshot of webpage)
4. Copy of evaluation
5. Copy of post-test (self-studies)
6. Sample of certificate of attendance awarded.
7. List of attendees/participants who requested CHES®/MCHES® credits.
8. If Continuing Competency credits were awarded please provide a copy of the assessment or explain how the event/course was assessed.

All information, forms, and attachments can be emailed to the Continuing Education Coordinator at mschmell@nchec.org.
If you prefer to mail the information it can be sent to NCHEC, Inc. 1541 Alta Drive, Suite 303, Whitehall, PA 18052.

**NCHEC’s Review Process for MEP Audit**

During the audit process, the following information will be evaluated:

- **Program planning.**
  - Objectives align with Areas of Responsibility/Sub-competencies
  - Number of credits awarded aligns with agenda
  - Reviewed by CHES® or MCHES®

- **Record keeping**
  - Sign-In Sheets/Attendance records
  - Certificate of attendance
  - Evaluation

- **Advertising**
  - NCHEC designation statement
  - Permission for Use signed and followed

- **Reporting**
  - Submitted reports on time
  - Accuracy of reports

After review of the documentation, the MEP provider will be notified the status of their audit. Providers will be awarded the following status.

- **Satisfactory**—All requirements are met and procedures being followed.
- **Unsatisfactory**—may result in the following:
  - Review of additional materials
  - Provider Improvement Plan
  - Probationary period
  - Board Review
  - Revocation if issues not addressed