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“Perspectives on Terminology and Conceptual and Professional Issues in Health Education and Health Promotion Credentialing”

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1. Why has global interest in workforce development, capacity building, and quality assurance in health education and health promotion increased during the past decade?
 - a. to improve the economies of countries
 - b. to increase job opportunities
 - c. to improve the quality of health education & health promotion practice
 - d. to limit those who can practice health education or health promotion

2. Delineating the knowledge and skills required for health promotion and health education practice has implications for all of the following except for which one?
 - a. education and training
 - b. setting membership criteria for professional societies
 - c. credentialing of individuals and academic programs
 - d. continuing professional development

3. Which country has established clearly defined career pathways and models of academic training for health promotion and health education specialists?
 - a. China
 - b. South Africa
 - c. Sweden
 - d. United States

4. The definition of *health promotion* used in many countries is drawn from which document?
 - a. Ottawa Charter
 - b. United Nations Charter
 - c. Health Promotion Institute Report
 - d. 1986 Global Treaty on Health Promotion

5. What is the position of the article about the similarities and differences between the terms *health education* and *health promotion*?
 - a. the definitions of these terms are completely different
 - b. these terms share more similarities than differences
 - c. the terms are used interchangeably throughout Europe
 - d. health promotion is included within health education

6. As defined in the United States, which type of credentialing focuses on academic programs in colleges and universities?
 - a. certification
 - b. registration
 - c. licensure
 - d. accreditation

7. Among the many issues related to the identification of professional competencies, what is one key issue in health promotion and health education?
 - a. the research methodology used to identify professional competencies
 - b. is the discipline viewed as a distinct profession or a specialty area
 - c. different views about what is health education and health promotion
 - d. different views about what is a competency

8. Which country has established standards for professional practice in health promotion?
 - a. United Kingdom
 - b. South Africa
 - c. Mexico
 - d. China

9. Which is **not** viewed as a benefit of accreditation?
 - a. contributes to the improvement of programs
 - b. identifies quality programs to support decisions when resources are limited
 - c. contributes to uniformity of programs
 - d. identifies programs meeting predetermined criteria

10. What is a key factor in building global consensus about core competencies for health promotion and health education practice?
 - a. having representatives from every country meet in-person
 - b. considering the diverse cultural, social, economic, and political contexts
 - c. securing significant funding to support conferences
 - d. avoiding the involvement of professional societies