

Planning for MCHES Events

Continuing Education Events

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Objectives

- By the end of the session the participant will be able to:
 - (1) Plan a continuing education event for the Master Certified Health Education Specialist meeting the required Advanced-level Sub-competencies.
 - (2) Identify specific leadership roles that meet the Advanced-level Sub-Competencies thereby marking it as an Advanced-level Sub-competency for the Master Certifies Health Education Specialist.

NCHEC-MCHES Continuing Education Requirements

- The MCHES certification is valid for a period of five years.
- All MCHES must **renew** their credential annually, and **recertify** every fifth year. Renewal requires paying the annual renewal fee.
- Recertification requires earning a total of **75 continuing education** contact hours (CECH) by the end of the fifth year.
 - 45 Category I minimum
 - 30 Category II maximum

NCHEC-MCHES Continuing Education Requirements

- Thirty (30) of those CECH in either Category I or II must be linked to advanced-level Sub-competencies.
- MCHES, who previously were active CHES, who fail to comply with recertification requirements for the MCHES certification, may revert back to CHES status if they meet the recertification requirements for a CHES (75 CECH: 45 CAT I minimum/30 CAT II maximum).
- It is recommended that MCHES accumulate a minimum of 15 hours each year.
- A Renewal/Recertification Policies and Procedures Handbook will be provided upon certification by NCHEC.

NCHEC-MCHES Competencies

- For a complete list visit:
<http://nchech.org/credentialing/responsibilities/>

Seven Areas of Responsibility:

- **Area I:** Assess Needs, Assets and Capacity for Health Education
- **Area II:** Plan Health Education
- **Area III:** Implement Health Education
- **Area IV:** Conduct Evaluation and Research Related to Health Education
- **Area V:** Administer and Manage Health Education
- **Area VI:** Serve as a Health Education Resource Person
- **Area VII:** Communicate and Advocate for Health and Health Education

NCHEC-MCHES

Competencies

- **COMPETENCY 1.1. Plan Assessment Process**
- 1.1.2 Identify stakeholders to participate in the assessment process
- 1.1.5 Engage stakeholders to participate in the assessment process
- **COMPETENCY 1.5: Examine Factors That Influence the Learning Process**
- 1.5.2. Analyze factors that foster or hinder the learning process
- 1.5.5 Identify factors that foster or hinder skill building
- 1.5.6 Analyze factors that foster or hinder skill building
- **COMPETENCY 1.7: Infer Needs for Health Education Based on Assessment Findings**
- 1.7.2 Synthesize assessment findings

NCHEC-MCHES

Competencies

- **COMPETENCY 2.2: Develop Goals and Objectives**
- 2.2.1 Use assessment results to inform the planning process
- 2.2.3 Select planning model(s) for health education
- 2.2.4 Develop goal statements
- 2.2.5 Formulate specific, measurable, attainable, realistic, and time-sensitive objective
- **COMPETENCY 2.3: Select or Design Strategies and Interventions**
- 2.3.1 Assess efficacy of various strategies to ensure consistency with objectives
- 2.3.3 Select a variety of strategies and interventions to achieve stated objectives
- **COMPETENCY 2.4: Develop a Scope and Sequence for the Delivery of Health Education**
- 2.4.4 Organize health education into a logical sequence
- 2.4.5 Develop a timeline for the delivery of health education

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Competencies

- **COMPETENCY 3.3: Train Individuals Involved in Implementation of Health Education**
- 3.3.2 Identify training needs
- 3.3.3 Develop training objectives
- 3.3.4 Create training using best practices
- 3.3.7 Evaluate training
- 3.3.8 Use evaluation findings to plan future training
- **COMPETENCY 4.1: Develop Evaluation/Research Plan**
- 4.1.1 Create purpose statement
- 4.1.2 Develop evaluation/research questions
- 4.1.7 Assess the merits and limitations of qualitative and quantitative data collection for research
- 4.1.10 Critique existing data collection instruments for research
- 4.1.11 Create a logic model to guide the evaluation process
- 4.1.13 Develop data analysis plan for research
- **COMPETENCY 4.2: Design Instruments to Collect**
- 4.2.3 Write new items to be used in data collection for research

NCHEC-MCHES

Competencies

- **COMPETENCY 4.5: Apply Findings From Evaluation/Research**
- 4.5.2 Evaluate feasibility of implementing recommendations from evaluation
- 4.5.4 Disseminate research findings through professional conference presentations
- **COMPETENCY 5.1: Manage Fiscal Resources**
- 5.1.1 Identify fiscal and other resources
- 5.1.2 Prepare requests/proposals to obtain fiscal resources
- 5.1.3 Develop budgets to support health education efforts
- 5.1.4 Manage program budgets
- 5.1.5 Prepare budget reports
- 5.1.6 Demonstrate ethical behavior in managing fiscal resources
- **COMPETENCY 5.2: Obtain Acceptance and Support for Programs**
- 5.2.1 Use communication strategies to obtain program support
- 5.2.2 Facilitate cooperation among stakeholders responsible for health education
- 5.2.3 Prepare reports to obtain and/or maintain program support
- 5.2.4 Synthesize data for purposes of reporting
- **COMPETENCY 5.3: Demonstrate Leadership**
- 5.3.3 Promote collaboration among stakeholders

NCHEC-MCHES

Competencies

- **COMPETENCY 5.4: Manage Human Resources**
- 5.4.6 Employ conflict resolution strategies
- 5.4.9 Develop strategies to enhance staff and volunteers' career development
- 5.4.10 Implement strategies to enhance staff and volunteers' career development
- **COMPETENCY 5.5: Facilitate Partnerships in Support of Health Education**
- 5.5.1 Identify potential partner(s)
- 5.5.2 Assess capacity of potential partner(s) to meet program goals
- 5.5.4 Elicit feedback from partner(s)
- 5.5.5 Evaluate feasibility of continuing partnership

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Competencies

- **COMPETENCY 6.2: Provide Training**
- 6.2.1. Analyze requests for training
- 6.2.2 Prioritize requests for training
- 6.2.4 Assess needs for training
- 6.2.5 Identify existing resources that meet training needs
- 6.2.6 Use learning theory to develop or adapt training programs
- 6.2.7 Develop training plan
- 6.2.8 Implement training sessions and programs
- 6.2.9 Use a variety of resources and strategies
- 6.2.10 Evaluate impact of training programs

NCHEC-MCHES

Competencies

- **COMPETENCY 6.3: Serve as a Health Education Consultant**
- 6.3.5 Provide expert assistance
- 6.3.7 Evaluate the effectiveness of the expert assistance provided
- **COMPETENCY 7.4: Engage in Health Education Advocacy**
- 7.4.9 Lead advocacy initiatives
- 7.4.10 Evaluate advocacy efforts
- **COMPETENCY 7.5: Influence Policy to Promote Health**
- 7.5.1 Use evaluation and research findings in policy analysis
- 7.5.4 Use evidence-based research to develop policies to promote health

Multiple Presenters in a Session

- For the session to receive Advanced-level CECH, each presenter's objectives must meet the Advanced-level Sub-Competency requirement
- Example – if two presenter's objectives meet the Advanced-level Sub-Competencies and one does not, the session would receive Entry-level CECH

How to Prepare and Plan for MCHES Events

First establish committees
Identify roles and responsibilities

Program Planning Committee Responsibilities

- **Program Planning Committee Member Responsibilities**
- Individuals are expected to take an active role (from beginning to end).
- They are expected to share their expertise to ensure that the program designed is appropriate
- The program is valuable to health educators
- The program meets the application requirements for Continuing Education Contact Hours (CECH).

Planning Committee Members Responsibilities

- **Members of the Program Planning Committees have multiple responsibilities which include but are not limited to:**
- Actively working to develop theme, program goals and objectives
- Use CE Committee's Individual Session Form for each planned session keynote, plenary, breakout sessions, etc. Email copy of the forms to the CE Committee
- Working as needed in other areas on the committee (fund raising, agenda/timeline of event, brochure development, publicity, etc.)



CE Committee

Members Responsibilities

- Taking a major role in the preparation of various discipline applications for continuing education credits
- Working with other committee members to complete the CE process and evaluation during and after the event
- Verifying that all materials are submitted on time and in required format

Chapter CE

Committee Chair

- The Chapter CE Chair acts as a point of contact for all CE questions and problems and interprets the CE policy for the Chapter.
- The Chair's responsibilities include but are not limited to:
 - Acting as the liaison to the National CE Committee
 - Coordinating all CE functions within the Chapter
 - Participating in all National CE calls and meetings or appoint an alternate to participate



Chapter CE Committee Chair

- Developing goals and objectives
- Interpreting CE policies and procedures
- Maintaining Chapter records of all CE events held within the Chapter for six years

Chapter CE

Committee Chair

- Acting as the resource for all local CE questions
- Working with or designating another committee member to work with and be a part of the program planning committees for local CE events and local co-sponsored events
- The CE chair may recruit additional CHES/MCHES from the Chapter membership if the CE committee does not have two CHES/MCHES available to review an event.
- Providing leadership and guidance for the chapter on CE issues.



Chapter CE

Committee Chair

- Submitting an annual on-line report to the National SOPHE Office which is included in reports for the Board of Trustees and House Of Delegates
- CE Chair and Chapter Delegate receive instructions prior to the National SOPHE Annual Meeting each year.

Chapter-Level Co-Sponsored Events

Requirements for Co-Sponsorship:

- Chapter member must be appointed to serve as an **active member** of the program planning committee from the **start** of the planning process – preferably a CHES but if the program committee has a CHES/MCHES member then this requirement may be waived
- CHES/MCHES member of the planning committee must insure that the competencies are used as the foundation for program planning
- CE Committee Chair must supply the appointed chapter member with all of the paperwork and requirements for obtaining CECH at the program for CHES/MCHES. At least 45 days prior to the event the appointed chapter member/CHES/MCHES must complete and submit the **Standard Event Forms (Post Event Summary Reports)** to the Chapter CE Chair – also making sure the program flyer has the appropriate wording regarding application for CECH

Chapter-Level Co-Sponsored Events

- The CE Chair has the Chapter CE Review Committee review the event and gives their recommendation: Approve; approve contingent on the following; do not approve
- Approved event, the CE Chair sends to the appointed chapter member all needed paperwork for awarding CECH and any specifics regarding reported needed at and after the event
- Appointed chapter member coordinates CECH at the event
- After the event the CHES/MCHES/chapter member must complete the final report form, the final roster, and obtain the evaluation summary from the Planning Committee to submit with the final report form to the Chapter CE Chair (30 days after the event)

Chapter-Level Co-Sponsored Events

- **CE Committee Chair completes (Post Event Summary Reports) final report form and sends it with the final roster, evaluation summary and \$1 per credit hour earned to the National SOPHE Office in Washington DC within 45 days after the event**
- **CE Committee Chair sends a duplicate of the final report form only (i.e., no money) to the current National CE Chair at his or her address (not to the National SOPHE Office address) within 45 days after the event *for co-sponsored events only***
- **The CE Chair organizes and maintains all records of the event for at least 6 years.**

Summary

- Develop objectives that meet the Advance-level Sub-Competencies for each speaker
- Program Planning and Continuing Education Committees must work together, from start to finish, playing an active role in developing and evaluating sessions that meet the Advance-level Competencies for MCHES seeking CECH
- Submit the (Post Event Summary Reports) final reports forms, final roster and evaluation summary to both the National SOPHE Office and National SOPHE CE Chair within 45 days after the event



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