NCHEC
National Commission for
Health Education Credentialing, Inc.

Credentialing Excellence in Health Education

Areas of Responsibilities, Competencies, and Sub-competencies
for the Health Education Specialists 2010

The Seven Areas of Responsibility contain a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified through the 2010 Health Educator Job Analysis Project and serve as the basis of the CHES exam beginning in April 2011 and the MCHES exam in October 2011. The Sub-competencies shaded are advanced-level only and will not be included in the entry-level, CHES examination. However the advanced-level Sub-competences will be included in the October 2011 MCHES examination.

Area of Responsibility I:
ASSESS NEEDS, ASSETS AND CAPACITY FOR HEALTH EDUCATION

COMPETENCY 1.1. Plan Assessment Process

1.1.1   Identify existing and needed resources to conduct assessments
1.1.2   Identify stakeholders to participate in the assessment process
1.1.3   Apply theories and models to develop assessment strategies
1.1.4   Develop plans for data collection, analysis, and interpretation
1.1.5   Engage stakeholders to participate in the assessment process
1.1.6   Integrate research designs, methods, and instruments into assessment plan

COMPETENCY 1.2: Access Existing Information and Data Related to Health

1.2.1.   Identify sources of data related to health
1.2.2.   Critique sources of health information using theory and evidence from
         the literature
1.2.3.   Select valid sources of information about health
1.2.4.   Identify gaps in data using theories and assessment models
1.2.5.   Establish collaborative relationships and agreements that facilitate
         access to data
1.2.6.   Conduct searches of existing databases for specific health-related data

COMPETENCY 1.3: Collect Quantitative and/or Qualitative Data Related to Health

1.3.1.   Collect primary and/or secondary data
1.3.2.   Integrate primary data with secondary data
1.3.3.   Identify data collection instruments and methods

1.3.4. Develop data collection instruments and methods
1.3.5. Train personnel and stakeholders regarding data collection
1.3.6 Use data collection instruments and methods
1.3.7 Employ ethical standards when collecting data

COMPETENCY 1.4: Examine Relationships Among Behavioral, Environmental and Genetic Factors That Enhance or Compromise Health

1.4.1. Identify factors that influence health behaviors
1.4.2. Analyze factors that influence health behaviors
1.4.3. Identify factors that enhance or compromise health
1.4.4. Analyze factors that enhance or compromise health

COMPETENCY 1.5: Examine Factors That Influence the Learning Process

1.5.1. Identify factors that foster or hinder the learning process
1.5.2. Analyze factors that foster or hinder the learning process
1.5.3. Identify factors that foster or hinder attitudes and belief
1.5.4. Analyze factors that foster or hinder attitudes and beliefs
1.5.5 Identify factors that foster or hinder skill building
1.5.6 Analyze factors that foster or hinder skill building

COMPETENCY 1.6: Examine Factors That Enhance or Compromise the Process of Health Education

1.6.1. Determine the extent of available health education programs, interventions, and policies
1.6.2. Assess the quality of available health education programs, interventions, and policies
1.6.3. Identify existing and potential partners for the provision of health education
1.6.4. Assess social, environmental, and political conditions that may impact health education
1.6.5. Analyze the capacity for developing needed health education
1.6.6. Assess the need for resources to foster health education

COMPETENCY 1.7: Infer Needs for Health Education Based on Assessment Findings

1.7.1. Analyze assessment findings
1.7.2. Synthesize assessment findings
1.7.3. Prioritize health education needs
1.7.4. Identify emerging health education needs
1.7.5. Report assessment findings

Area of Responsibility II:
PLAN HEALTH EDUCATION

COMPETENCY 2.1: Involve Priority Populations and Other Stakeholders in the Planning Process

2.1.1. Incorporate principles of community organization

2.1.2. Identify priority populations and other stakeholders
2.1.3. Communicate need for health education to priority populations and other stakeholders
2.1.4. Develop collaborative efforts among priority populations and other stakeholders
2.1.5. Elicit input from priority populations and other stakeholders
2.1.6. Obtain commitments from priority populations and other stakeholders

COMPETENCY 2.2: Develop Goals and Objectives

2.2.1 Use assessment results to inform the planning process
2.2.2 Identify desired outcomes utilizing the needs assessment results
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 objectives
2.2.6 Assess resources needed to achieve objectives

COMPETENCY 2.3: Select or Design Strategies and Interventions

2.3.1 Assess efficacy of various strategies to ensure consistency with objectives
2.3.2 Design theory-based strategies and interventions to achieve stated objectives
2.3.3 Select a variety of strategies and interventions to achieve stated objectives
2.3.4 Comply with legal and ethical principles in designing strategies and interventions
2.3.5 Apply principles of cultural competence in selecting and designing strategies and interventions
2.3.6 Pilot test strategies and interventions

COMPETENCY 2.4: Develop a Scope and Sequence for the Delivery of Health Education

2.4.1 Determine the range of health education needed to achieve goals and objectives
2.4.2 Select resources required to implement health education
2.4.3 Use logic models to guide the planning process
2.4.4 Organize health education into a logical sequence
2.4.5 Develop a timeline for the delivery of health education
2.4.6 Analyze the opportunity for integrating health education into other programs
2.4.7 Develop a process for integrating health education into other programs

COMPETENCY 2.5: Address Factors That Affect Implementation

2.5.1 Identify factors that foster or hinder implementation
2.5.2 Analyze factors that foster or hinder implementation
2.5.3 Use findings of pilot to refine implementation plans as needed
2.5.4 Develop a conducive learning environment

Area of Responsibility III:
IMPLEMENT HEALTH EDUCATION

COMPETENCY 3.1: Implement a Plan of Action

3.1.1   Assess readiness for implementation
3.1.2   Collect baseline data
3.1.3   Use strategies to ensure cultural competence in implementing health education plans
3.1.4   Use a variety of strategies to deliver a plan of action
3.1.5   Promote plan of action
3.1.6   Apply theories and models of implementation
3.1.7   Launch plan of action

COMPETENCY 3.2: Monitor Implementation of Health Education

3.2.1   Monitor progress in accordance with timeline
3.2.2   Assess progress in achieving objectives
3.2.3   Modify plan of action as needed
3.2.4   Monitor use of resources
3.2.5   Monitor compliance with legal and ethical principles

COMPETENCY 3.3: Train Individuals Involved in Implementation of Health Education

3.3.1   Select training participants needed for implementation
3.3.2   Identify training needs
3.3.3   Develop training objectives
3.3.4   Create training using best practices
3.3.5   Demonstrate a wide range of training strategies
3.3.6   Deliver training
3.3.7   Evaluate training
3.3.8   Use evaluation findings to plan future training

Area of Responsibility IV:
CONDUCT EVALUATION AND RESEARCH RELATED TO HEALTH EDUCATION

COMPETENCY 4.1: Develop Evaluation/Research Plan

4.1.1   Create purpose statement
4.1.2   Develop evaluation/research questions
4.1.3   Assess feasibility of conducting evaluation/research
4.1.4   Critique evaluation and research methods and findings found in the related literature
4.1.5   Synthesize information found in the literature
4.1.6   Assess the merits and limitations of qualitative and quantitative data collection for evaluation
4.1.7   Assess the merits and limitations of qualitative and quantitative data

collection for research

4.1.8 Identify existing data collection instruments
4.1.9 Critique existing data collection instruments for evaluation
4.1.10 Critique existing data collection instruments for research
4.1.11 Create a logic model to guide the evaluation process
4.1.12 Develop data analysis plan for evaluation
4.1.13 Develop data analysis plan for research
4.1.14 Apply ethical standards in developing the evaluation/research plan

COMPETENCY 4.2: Design Instruments to Collect

4.2.1 Identify useable questions from existing instruments
4.2.2 Write new items to be used in data collection for evaluation
4.2.3 Write new items to be used in data collection for research
4.2.4 Establish validity of data collection instruments
4.2.5 Establish reliability of data collection instruments

COMPETENCY 4.3: Collect and Analyze Evaluation/Research Data

4.3.1 Collect data based on the evaluation/research plan
4.3.2 Monitor data collection and management
4.3.3 Analyze data using descriptive statistics
4.3.4 Analyze data using inferential and/or other advanced statistical methods
4.3.5 Analyze data using qualitative methods
4.3.6 Apply ethical standards in collecting and analyzing data

COMPETENCY 4.4: Interpret Results of the Evaluation/Research

4.4.1 Compare results to evaluation/research questions
4.4.2 Compare results to other findings
4.4.3 Propose possible explanations of findings
4.4.4 Identify possible limitations of findings
4.4.5 Develop recommendations based on results

COMPETENCY 4.5: Apply Findings From Evaluation/Research

4.5.1 Communicate findings to stakeholders
4.5.2 Evaluate feasibility of implementing recommendations from evaluation
4.5.3 Apply evaluation findings in policy analysis and program development
4.5.4 Disseminate research findings through professional conference presentations

Area of Responsibility V:
ADMINISTER AND MANAGE HEALTH EDUCATION

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

COMPTENCY 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
5.2.5 Provide support for individuals who deliver professional development opportunities
5.2.6 Explain how program goals align with organizational structure, mission, and goals

COMPTENCY 5.3: Demonstrate Leadership

5.3.1 Conduct strategic planning
5.3.2 Analyze an organization's culture in relationship to health education goals
5.3.3 Promote collaboration among stakeholders
5.3.4 Develop strategies to reinforce or change organizational culture to achieve health education goals
5.3.5 Comply with existing laws and regulations
5.3.6 Adhere to ethical standards of the profession
5.3.7 Facilitate efforts to achieve organizational mission
5.3.8 Analyze the need for a systems approach to change
5.3.9 Facilitate needed changes to organizational cultures

COMPETENCY 5.4: Manage Human Resources

5.4.1 Develop volunteer opportunities
5.4.2 Demonstrate leadership skills in managing human resources
5.4.3 Apply human resource policies consistent with relevant laws and regulations
5.4.4 Evaluate qualifications of staff and volunteers needed for programs
5.4.5 Recruit volunteers and staff
5.4.6 Employ conflict resolution strategies
5.4.7 Apply appropriate methods for team development
5.4.8 Model professional practices and ethical behavior
5.4.9 Develop strategies to enhance staff and volunteers' career development
5.4.10 Implement strategies to enhance staff and volunteers' career development
5.4.11 Evaluate performance of staff and volunteers

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
5.5.3 Facilitate partner relationship(s)
5.5.4 Elicit feedback from partner(s)

5.5.5   Evaluate feasibility of continuing partnership

Area of Responsibility VI:
SERVE AS A HEALTH EDUCATION RESOURCE PERSON

COMPETENCY 6.1: Obtain and Disseminate Health-Related Information
6.1.1   Assess information needs
6.1.2   Identify valid information resources
6.1.3   Critique resource materials for accuracy, relevance, and timeliness
6.1.4   Convey health-related information to priority populations
6.1.5   Convey health-related information to key stakeholders

COMPETENCY 6.2: Provide Training

6.2.1.   Analyze requests for training
6.2.2   Prioritize requests for training
6.2.3   Identify priority populations
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

COMPETENCY 6.3: Serve as a Health Education Consultant

6.3.1   Assess needs for assistance
6.3.2   Prioritize requests for assistance
6.3.3   Define parameters of effective consultative relationships
6.3.4   Establish consultative relationships
6.3.5   Provide expert assistance
6.3.6   Facilitate collaborative efforts to achieve program goals
6.3.7   Evaluate the effectiveness of the expert assistance provided
6.3.8   Apply ethical principles in consultative relationships

Area of Responsibility VII:
COMMUNICATE AND ADVOCATE FOR HEALTH AND HEALTH EDUCATION

COMPETENCY 7.1: Assess and Prioritize Health Information and Advocacy Needs

7.1.1   Identify current and emerging issues that may influence health and health
         education
7.1.2   Access accurate resources related to identified issues
7.1.3   Analyze the impact of existing and proposed policies on health
7.1.4   Analyze factors that influence decision-makers

**COMPETENCY 7.2: Identify and Develop a Variety of Communication
Strategies, Methods, and Techniques**

7.2.1   Create messages using communication theories and models
7.2.2   Tailor messages to priority populations
7.2.3   Incorporate images to enhance messages
7.2.4   Select effective methods or channels for communicating to priority
         populations
7.2.5   Pilot test messages and delivery methods with priority populations
7.2.6   Revise messages based on pilot feedback.

COMPETENCY 7.3: Deliver Messages Using a Variety of Strategies, Methods and Techniques

7.3.1   Use techniques that empower individuals and communities to improve
         their health
7.3.2   Employ technology to communicate to priority populations
7.3.3   Evaluate the delivery of communication strategies, methods,
         and techniques

COMPETENCY 7.4: Engage in Health Education Advocacy

7.4.1   Engage stakeholders in advocacy
7.4.2   Develop an advocacy plan in compliance with local, state, and/or federal
         policies and procedures
7.4.3   Comply with organizational policies related to participating in advocacy
7.4.4   Communicate the impact of health and health education on organizational
         and socio-ecological factors
7.4.5   Use data to support advocacy messages
7.4.6   Implement advocacy plans
7.4.7   Incorporate media and technology in advocacy
7.4.8   Participate in advocacy initiatives
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
7.5.2   Identify the significance and implications of health policy for individuals,
         groups, and communities
7.5.3   Advocate for health-related policies, regulations, laws, or rules
7.5.4   Use evidence-based research to develop policies to promote health
7.5.5   Employ policy and media advocacy techniques to influence
         decision-makers

COMPETENCY 7.6: Promote the Health Education Profession

7.6.1   Develop a personal plan for professional growth and service
7.6.2   Describe state-of-the-art health education practice
7.6.3   Explain the major responsibilities of the health education specialist in
         the practice of health education
7.6.4   Explain the role of health education associations in advancing the

profession
7.6.5 Explain the benefits of participating in professional organizations
7.6.6 Facilitate professional growth of self and others
7.6.7 Explain the history of the health education profession and its current and future implications for professional practice
7.6.8 Explain the role of credentialing in the promotion of the health education profession
7.6.9 Engage in professional development activities
7.6.10 Serve as a mentor to others
7.6.11 Develop materials that contribute to the professional literature
7.6.12 Engage in service to advance the health education profession

Reference

National Commission for Health Education Credentialing, Inc. (NCHEC), Society for Public Health Education (SOPHE), American Association for Health Education (AAHE). (2010a). *A competency-based framework for health education specialists - 2010*. Whitehall, PA: Author.