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Update on the Activities of the Division Board for Certified Health Education Specialists

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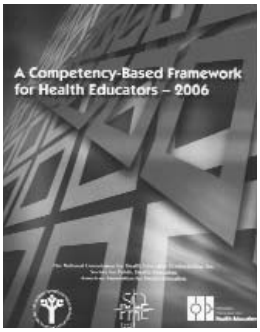

ESSENTIAL REFERENCE - ORDER NOW!

The new publication, *"A Compentency-Based Framework for Health Educators - 2006,"* presents a new hierarchical model for health education practice at the entry level and two advanced levels. Included are seven updated areas of responsibility as well as 35 competencies and 163 subcompetencies. The document also describes the historical development and evolution of a competency-based model for health education, summarizes the CUP research leading up to the latest model, and interprets the significance of changes in the new model. It is an essential reference for all health education students, faculty, practitioners, employers, policymakers, funding agencies, and any organization that provides workforce development and training for health educators. The document includes an assessment tool to measure the degree to which professional preparation curricula address respective subcompetencies, and a detailed comparison of the old and new responsibilities, competencies and subcompetencies. This publication is recommended for use in preparation for the revised CHES Exam effective October 2007.

It is available for purchase via the NCHEC website, www.nchec.org.

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An Update from the Division Board for Certification of Health Education Specialists (DBCHES)

Beverly Mahoney, Jacquie Rainey and Dixie Dennis

The DBCHES directors have had a very active 18 months. In June 2005, we received the results of the Competencies Update Project (CUP), and the new, hierarchical model that was developed to describe the scope of practice for the Health Education profession. During the summer of 2005, a DBCHES sub-committee reviewed and compared CUP areas of responsibility, competencies, and sub-competencies with existing ones. For a detailed listing, refer to Appendix B of *"A Competency-Based Framework for Health Educators-2006."*

In August of 2005, board members met at NCHEC headquarters for the annual face-to-face meeting. During this time, we met with representatives from the Professional Examination Services to review the status of the certification process and to plan for the future. At this meeting we re-rubriced all of the existing test bank items according to the new framework.

As we moved into fall 2005, via our monthly telephone conference meetings, directors continued working on the new entry-level exam and preparing for the National Congress of Health Educators. During the national congress, which was held in Dallas, Texas, on February 23-25, 2006, DBCHES directors presented at three different sessions, sharing information about the new framework with those in attendance. Also, throughout the year, DBCHES directors have participated in discussions regarding the new framework at the annual meetings of AAHE, SOPHE, and ASHA.

During the summer and fall of 2006, DBCHES directors will again be concerned with testing issues. We will convene in Whitehall, PA once in July for our item-writing workshop to add additional items to the test bank that address the new areas of responsibility, competencies, and sub-competencies, and again in September for our test construction session. In the meantime, individual board directors are assessing the areas that will require the addition of new items.

We have been eliciting input from professionals via our various meetings regarding the possibility of an advanced credential. Issues for discussion focus on the central questions of:

a) should the profession have an advanced credential,
b) if so, what should be the eligibility requirements, and,
c) what form (test, folio, or other measures) should the demonstration of achievement take?

At this point, we welcome input from all CHES and other interested professionals regarding your opinions and thoughts about this issue by completing the survey that will be available via the NCHEC website.