A self-study continuing education course providing 8.0\* Category 1 NCHEC CECHs for CHES® and MCHES® (**includes** 6.0 advanced CECHs for MCHES®), and 8.0 CDR CPEs for RDs and DTRs

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| General Information | Instructor:  Email:  Phone:  Project Tools: | Jim Grizzell, MBA, MA, MCHES®, ACSM-EP-C, FACHA  [jimgrizzell@healthedpartners.org](mailto:jimgrizzell@healthedpartners.org)  909-856-3350 (cell, please call between 8 am - 9 pm PT  All materials available online |
| Developing Healthy People 2030 graphic***Course Description*** | **Directed Self-Study:** a learning experience and guide to resources and skill development to meet CHES®/MCHES® and RD/DTR competencies to achieve the national strategic health initiative. These include:\*\*   * assess needs, resources and capacity for health education/promotion * conduct evaluation and apply findings * plan involvement of and facilitate discussions with stakeholders * develop goals, objectives, and resources for evidence-based interventions and legislation, regulation and policies * assess and recommend technology resources * serving as a health education/promotion resource person   The participant tailors portions of the learning experience by selecting materials to study the development of the national health promotion and disease prevention objectives for 2030. Studying is self–paced without regard to time or location. | |
| ***Course Goals*** | The participant will be able to act as a knowledgeable resource person on development of the national health promotion and disease prevention objectives. | |
| ***Course Requirements*** | *Study Materials:* Development of Healthy People 2030 web pages and documents  *xx-Question Test* (TF, multiple choice, short answer, passing ≥70% correct)  *Course Evaluation* (included after last question of the test) | |
| The course will be done electronically using the email and the web using links in the **Study Guide**  **Study Guide**: [www.healthedpartners.org/ceu/hp2030devpart1/hp2030devpart1studyguide.pdf](http://www.healthedpartners.org/ceu/hp2030devpart1/hp2030devpart1studyguide.pdf)  **Test**: [www.healthedpartners.org/ceu/hp2030devpart2/hp2030devpart1test.pdf](http://www.healthedpartners.org/ceu/hp2030devpart2/hp2030devpart1test.pdf) | | |
| ***Course Completion Certificate*** | Course completion certificate for 8.0 CECHs (includes 4 advanced hours) for the National Commission on Health Education Credentialing and 8.0 CPE for Commission for Dietetics Registration will be awarded if a score of ≥70% is achieved and Course Evaluation is completed. Payment of fee is required. | |

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\* Continuing education hours are based on reading speed of 250 words per minute and two minutes per slide..

\*\* List of CHES®/MCHES® and RD/DTR competencies, sub-competencies, and learning codes on pages 4-5.

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| **Health Education Partners** | National Commission on Health Education Credentialing cheslogo.jpg Provider # 100538 |
| Commission for Dietetics Registration acsmproviderlogo015.jpg Provider # HE005 |

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| **Estimated Time** | **Objectives and Assignments** |
| ~0.5 hours | **Introduction**   * Review this Study Guide and instructions for taking the test and receiving credit |
| ~1.00 hour  Developing Healthy People 2030 graphic  Photograph of members of the Secretary&#039;s Advisory Committee on National Health Promotion and Disease Prevention Objectives for 2030 with Assistant Secretary of Health and Director of the Office of Disease Prevention and Health Promotion | **Section 1: Planning for Healthy People 2030**  After studying the materials, the participant will be able to:   * Describe the Healthy People 2030 development process * Explain the Framework and Background of Healthy People * Describe the Secretary’s Advisory Committee members’ qualifications (especially the member with MCHES) * Describe what the Advisory Committee is to recommend * Explain the history of Healthy People   **Assignments**   * **Read/study** * **1a. Development of the National Health Promotion and Disease Prevention Objectives for 2030 –** NOTE:just read the text, don’t follow links on the page yet, you will study them later in the course.   + [www.healthypeople.gov/2020/About-Healthy-People/Development-Healthy-People-2030](http://www.healthypeople.gov/2020/About-Healthy-People/Development-Healthy-People-2030)   + **1b. Framework**     - * [www.healthypeople.gov/2020/About-Healthy-People/Development-Healthy-People-2030/Framework](http://www.healthypeople.gov/2020/About-Healthy-People/Development-Healthy-People-2030/Framework) * **1c. Secretary’s Advisory Committee on National Health Promotion and Disease Prevention Objectives for 2030**: 1) web page, 2) committee member bios and 3) Charter   + Description - [www.healthypeople.gov/2020/About-Healthy-People/Development-Healthy-People-2030/Advisory-Committee](http://www.healthypeople.gov/2020/About-Healthy-People/Development-Healthy-People-2030/Advisory-Committee)   + Members - [www.healthypeople.gov/2020/about/history-development/healthy-people-2030-advisory-committee/committee-members](http://www.healthypeople.gov/2020/about/history-development/healthy-people-2030-advisory-committee/committee-members)     - Be sure to read the bio of Susan Goekler, PhD MCHES.   + Charter - [www.healthypeople.gov/sites/default/files/2030\_Advisory\_Committee%20copy.pdf](http://www.healthypeople.gov/sites/default/files/2030_Advisory_Committee%20copy.pdf) * **1d. History and Development of Healthy People – NOTE:** just read the text on the page, following links on the page are not necessary for this course.   + [www.healthypeople.gov/2020/About-Healthy-People/History-Development-Healthy-People-2020](http://www.healthypeople.gov/2020/About-Healthy-People/History-Development-Healthy-People-2020) |
| ~0.5 hours | **Section 2: Public Comment**  After studying the material in this section, the participant will be able to:   * Describe stakeholders desire with regard to objectives * List types of objectives to be used in Healthy People 2030 and each types criteria and characteristics * Explain the types of objectives * Apply the selection criteria and characteristics for core, research and objectives   **Assignments**   * **Read/study**    + **Public Comment for Healthy People 2030** – read the text on the page. [www.healthypeople.gov/2020/About-Healthy-People/Development-Healthy-People-2030/Public-Comment](http://www.healthypeople.gov/2020/About-Healthy-People/Development-Healthy-People-2030/Public-Comment)   + **Objective Selection Criteria** – read/study the 3-page pdf file[www.healthypeople.gov/sites/default/files/ObjectiveSelectionCriteria508.pdf](http://www.healthypeople.gov/sites/default/files/ObjectiveSelectionCriteria508.pdf)   + **Proposed Objectives for Inclusion in Healthy People 2030 –** review the first two pages (table of contents) of the 63 page pdf file <https://www.healthypeople.gov/sites/default/files/ObjectivesPublicComment508.updated%2012.20.2018.pdf>, then use instructions below.     - * 1) based on your interests and/or work select one topic area (e.g., AH (Adolescent Health) or PHI (Public Health Infrastructure) and       * 2) review the topic’s core, developmental and research objectives       * 3) be prepared to describe in the answer to a test question (≤50 words in a text box) how or why you might agree with or change an objective, or propose an new objective based on the [objective selection criteria](https://www.healthypeople.gov/sites/default/files/ObjectiveSelectionCriteria508.pdf) and characteristics. |
| ~1.0 hour  (picture of the Committee Reports and Meetings web page) | **Section 3a: 1st Meeting – Inaugural Meeting**  After studying the material in this section, the participant will be able to:   * List topics discussed * Explain the process of and describe discussions in the meeting * Describe outcomes of the meeting   **Assignments**   * **Read/study –** * Federal Register Notice [www.healthypeople.gov/sites/default/files/healthy-people-overview.pdf](http://www.healthypeople.gov/sites/default/files/healthy-people-overview.pdf) * Agenda [www.healthypeople.gov/2020/about/history-development/healthy-people-2030-advisory-committee/inaugural-meeting-agenda](http://www.healthypeople.gov/2020/about/history-development/healthy-people-2030-advisory-committee/inaugural-meeting-agenda) * Summary [www.healthypeople.gov/sites/default/files/First-Meeting-Summary-Secretarys-Advisory-Committee-for-2030.pdf](http://www.healthypeople.gov/sites/default/files/First-Meeting-Summary-Secretarys-Advisory-Committee-for-2030.pdf) |
| ~5.0 hours  (based on viewing time of 2 minutes per slide) | **Section 3b: 1st Meeting – Inaugural Meeting (presentations)**  After studying the material in this section, the participant will be able to:   * Describe Healthy People, its evolution, SDOH, LHIs, and management and coordination * Explain how the National Center for Health Statistics (NCHS) data collections programs support Healthy People and 2030 data considerations * List the Healthy People 2020 features, resources and tools; and planning for 2030 * Describe the recommendations given by the Healthy People 2020 Advisory Committee * Explain how Healthy People 2020 was used and evaluation results   **Assignments**   * **Read/study/view** each of the six presentations   + Healthy People Overview (11 slides) [www.healthypeople.gov/sites/default/files/healthy-people-overview.pdf](http://www.healthypeople.gov/sites/default/files/healthy-people-overview.pdf)   + Healthy People: Data Requirements (18 slides) [www.healthypeople.gov/sites/default/files/hp-data-requirements-rothwell.pdf](http://www.healthypeople.gov/sites/default/files/hp-data-requirements-rothwell.pdf)   + HealthyPeople.gov and Interactive Tools (10 slides) [www.healthypeople.gov/sites/default/files/hp-interactive-tools.pdf](http://www.healthypeople.gov/sites/default/files/hp-interactive-tools.pdf)   + HP2020 Advisory Committee Recommendations [www.healthypeople.gov/sites/default/files/hp-2020-advisory-committee-recommendations.pdf](http://www.healthypeople.gov/sites/default/files/hp-2020-advisory-committee-recommendations.pdf)   + Who Uses Healthy People and How is it Used? [www.healthypeople.gov/sites/default/files/healthy-people-user-research.pdf](http://www.healthypeople.gov/sites/default/files/healthy-people-user-research.pdf)   + Final Report: 2015 Healthy People User Study [www.healthypeople.gov/sites/default/files/hp-2020-user-study-final-report.pdf](http://www.healthypeople.gov/sites/default/files/hp-2020-user-study-final-report.pdf) |
| ~1.0 hour | **Take 20 Question Test**  The test has 20 questions (12 true/false and multiple choice questions, and 8 short answer (≤50 word) questions. Your total score is calculated as you answer questions and can be viewed on the 2nd to last page of the test. You can change answers in the test form and your score will change. Passing is 70% or better, 39 to 55 points. Be sure to use Adobe Reader DC which has the functions to calculate your score. If you need Adobe Reader DC get it free and install it from <https://acrobat.adobe.com/us/en/acrobat/pdf-reader.html>  Download test and save your computer):  [www.healthedpartners.org/ceu/adv-hlth/adv-hlthtest.pdf](http://www.healthedpartners.org/ceu/adv-hlth/adv-hlthtest.pdf)  **Instructions for submitting the test** – Attach to test form/file to an email to [ce@healthedpartners.org](mailto:ce@healthedpartners.org).  If you have any questions contact Jim Grizzell at [jimgrizzell@healthedpartners.org](mailto:jimgrizzell@healthedpartners.org). |

**NCHEC and CDR Competencies Addressed in the Course**

**National Commission on Health Education Credentialing (NCHEC) Competencies**

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| **Area 1: Assess Needs, Resources, and Capacity for Health Education/Promotion** | |
| **1.1** | **Plan assessment process for health education/promotion** |
| **1.2** | **Access existing information and data related to health** |
| 1.2.2 | Establish collaborative relationships and agreements that facilitate access to data |
| **1.4** | **Analyze relationships among behavioral, environmental, and other factors that influence health** |
| **1.6** | **Examine Factors that enhance or impede the process of health education/promotion** |
| **1.7** | **Determine needs for health education/promotion based on assessment findings** |
| 1.7.1 | Synthesize assessment findings |
| 1.7.4 | Develop recommendations for health education /promotion based on assessment findings |
| **Area II: Plan Health Education/Promotion** | |
| **2.2** | **Develop goals and objectives** |
| **2.3** | **Select or design strategies/intervention** |
| **2.4** | **Develop a plan for the delivery of health education/promotion** |
| **2.5** | **Address factors that influence implementation of health education/promotion** |
| **Area III: Implement Health Education/Promotion** | |
| **3.1** | **Coordinate logistics necessary to implement plan** |
| **3.4** | **Monitor implementation of health education/promotion** |
| **Area IV: Conduct Evaluation and Research Related to Health Education/Promotion** | |
| **4.3** | **Select, adapt and/or create instruments to collect data** |
| 4.3.1 | Identify existing data collection instruments |
| **4.7** | **Apply findings** |
| 4.7.4 | Incorporate findings into program improvement and refinement |
| **Area V: Administer and Manage Health Education/Promotion** | |
| **5.2** | **Mange technology resources** |
| **5.3** | **Manage relationships with partners and other stakeholders** |
| 5.3.2 | Facilitate discussions with partners and other stakeholders regarding program resource needs |
| 5.3.5 | Elicit feedback from partners and other stakeholders |
| **5.5** | **Demonstrate leadership** |
| 5.5.1 | Facilitate efforts to achieve organizational mission |
| 5.5.5-.7 | Conduct, implement and monitor strategic plan |
| 5.5.9 | Comply with existing laws and regulations |
| **Area VI: Serve as a Health Education/Promotion Resource Person** | |
| **6.1** | **Obtain and disseminate health-related information** |
| **6.3** | **Provide advice and consultation on health education/promotion issues** |
| 6.3.2 | Establish advisory/consultative relationships |
| **Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion and the Profession** | |
| **7.3** | **Influence policy and/or systems change to promote health and health education** |
| 7.3.1 | Influence policy and/or systems change to promote health |
| 7.3.2 | Assess the impact of existing and proposed policies on health education |
| 7.3.3 | Assess the impact of existing systems on health |
| 7.3.5 | Use evidence-based findings in policy analysis |
| 7.3.6 | Develop policies to promote health using evidence-based findings |
| 7.3.7 | Identify factors that influence decision-makers |

MCHES® Advanced Level color key: Advanced – 1, Advanced – 2

**Areas of Responsibility and Competencies for Health Education Specialists** (HESPA 2015) available at this link: [www.nchec.org/responsibilities-and-competencies](http://www.nchec.org/responsibilities-and-competencies) and [www.nchec.org/assets/2251/hespa\_competencies.pdf](http://www.nchec.org/assets/2251/hespa_competencies.pdf)

**Commission on Dietetics Registration (CDR) Competencies**

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| **Sphere 3 Leadership and Advocacy** | | | | |
| Competency 3.2 Advocates and challenges others to take action to advance the profession. | | | | |
| Performance Indicator 3.2.6 Communicates with policymakers to influence decisions that impact advancement of the profession. | | | | |
| **Learning**  **Need Code** |  |
| 1070 | Leadership, critical and strategic thinking |
| 1080 | Legislation, public policy |
| **Sphere 12 Community and Population Health** | | | | |
| Competency 12.1 Advocates for health and disease prevention in the community and population. | | | | |
| Performance Indicator 12.1.4 Influences legislation, regulation, and policy changes to impact nutrition in the community. | | | | |
| **Learning**  **Need Code** |  | |
| 1080 | Legislation, public policy | |
| 4010 | Community intervention, monitoring, and evaluation | |
| 4020 | Community program development | |

**Additional / Optional Course Materials and Resources**

New and resources used in the two previous self-study courses on health reform:

**Section 4 Web Page Assignments in pdf**

* + - **American Public Health Association – Health Reform**
      * [www.healthedpartners.org/ceu/adv-hlth/sec04/apha-health-reform.pdf](http://www.healthedpartners.org/ceu/adv-hlth/sec04/apha-health-reform.pdf)
    - **Single Payer – Physicians for a National Health Program** –
      * [www.healthedpartners.org/ceu/adv-hlth/sec04/phnp-single-payer.pdf](http://www.healthedpartners.org/ceu/adv-hlth/sec04/phnp-single-payer.pdf)
    - **Universal Health Care** – **World Health Organization** description of **“What is universal coverage?”**
      * [www.healthedpartners.org/ceu/adv-hlth/sec04/who-what-is-universal-coverage.pdf](http://www.healthedpartners.org/ceu/adv-hlth/sec04/who-what-is-universal-coverage.pdf)
    - **Canadian Health Care** –
      * [www.healthedpartners.org/ceu/adv-hlth/sec04/canada-health-care-system.pdf](http://www.healthedpartners.org/ceu/adv-hlth/sec04/canada-health-care-system.pdf)
    - **Four Basic Models of Health Care Systems – Physicians for a National Health Program** –
      * [www.healthedpartners.org/ceu/adv-hlth/sec04/pnhp-four-basic-models.pdf](http://www.healthedpartners.org/ceu/adv-hlth/sec04/pnhp-four-basic-models.pdf)