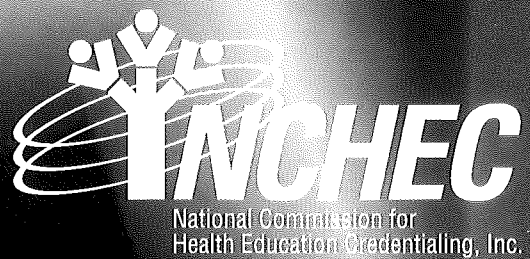




MASTER CERTIFIED HEALTH EDUCATION SPECIALIST (MCHES)

Practice Examination Questions



Credentialing Excellence In Health Education



A supplement to *The Health Education Specialist: A Companion Guide for Professional Excellence, 6th edition*, for the Master Certified Health Education Specialist (MCHES) Examination

To implement a certification program, it is necessary to develop an examination that accurately measures practice-related knowledge and skills. The National Commission for Health Education Credentialing, Inc. (NCHEC) utilizes the Master Certified Health Education Specialist (MCHES) examination to assess the extent to which a candidate can possess, apply, and interpret knowledge relative to the Seven Areas of Responsibility; delineated from *A Competency-Based Framework for Health Education Specialists – 2010*.

Extensive research involving health education specialists across the nation has verified the existence of entry- and advanced-levels of health education practice with the differentiation at five years of experience. In 2009, it was released that the NCHEC Board of Commissioners voted to implement an advanced-level of certification. This proves to be an exciting time for the profession of health education and for health education specialists. The MCHES examination will be offered for the first time in October 2011. The MCHES exam is offered in conjunction with the CHES examination in April and October at over 120 testing sites across the country.

The MCHES examination is a criterion-referenced test that contains 165 items; 150 of the items are used for the total score and there are 15 pilot items on each exam. Examinees will be informed that there are pilot items on the exam, however, the candidate will not be told which items are being piloted and which items are being scored. Item piloting will be used to determine the psychometric properties of an item before the item is actually included as a “scored item” on an examination. The Professional Examination Service (PES), which serves as NCHEC’s consultant for examination creation and administration, has recommended that NCHEC pilot new items on the MCHES exam to ensure high statistical integrity of this certification examination. This also allows for the removal of items that do not perform at acceptable levels for certifying examinations.

The passing score for each exam is determined by a modified Angoff method and represents a fixed standard of knowledge, independent of candidate performance. Essentially, this method allows subject-matter experts to establish a level of knowledge that is expected of professionals who are minimally competent. This passing point is reviewed, and statistics are analyzed to ensure reliability and validity of the MCHES exam. By using this methodology there is no curve, and candidates do not compete against one another. There is also no penalty for guessing on an item on the exam.

In constructing the exam, NCHCEC works with PES, a nonprofit, national testing organization with more than 50 years' experience in developing credentialing exams. Together the organizations develop the examination according to the process previously mentioned. The percentage of questions in the exam pertaining to each Area of Responsibility is based on the results of the Health Educator Job Analysis 2010. The percent of questions coming from each Area of Responsibility for the current exams are presented in the tables below. When preparing for the MCHES exam, it is recommended that a candidate take into account these percentages.

MCHES Exam Seven Areas of Responsibility for Health Education Specialists

Area of Responsibility	Percentage of Questions
I. Assess Needs, Assets, and Capacity for Health Education	10%
II. Plan Health Education	15%
III. Implement Health Education	20%
IV. Conduct Evaluation and Research Related to Health Education	16%
V. Administer and Manage Health Education	16%
VI. Serve as a Health Education Resource Person	15%
VII. Communicate and Advocate for Health and Health Education	8%
TOTAL EXAM	100%

Practice Examination Questions

The following practice MCHES examination questions address Sub-competencies identified as advanced-level as defined by the Health Educator Job Analysis (refer to page 188 of *The Health Education Specialist: A Companion Guide for Professional Excellence*) and outlined and addressed within this companion guide. The practice questions, written by advanced-level volunteer health education specialists, may assist the user in preparing for the MCHES examination and/or to identify areas of concentration for professional development and training of practicing health education specialists. For the integrity of the MCHES examination and to be aligned with national testing standards, the practice questions are not on the current or future certification examination, nor have they been on any previous certification examination. These questions have not been subjected to the same rigorous psychometric testing procedures as questions appearing on the MCHES examination. Specifically, a passing score on the practice examination questions does not in any way predict or guarantee a passing score on the MCHES examination. The practice questions should only be used to direct study efforts.

The practice questions are meant to be challenging. Initially, the user may find that more than one answer appears to be correct. In these instances, the user is encouraged to conduct careful analysis of the questions and possible answers to identify the correct responses. It is recommended that the practice examination questions are answered under similar conditions in which the MCHES examination is officially administered. For example, the user should allow no more than three hours to complete the examination. The user should not utilize or depend on resources such as the *Companion Guide*, textbooks, publications, or calculators to complete the examination.

An answer key is provided at the end of the practice examination questions. In addition to providing the user with the correct answer, the user will find at least one Area of Responsibility that aligns with the question identified. A review of the number of incorrect answers from any particular Area of Responsibility may help the user to target areas of weakness where more study would be beneficial. ***It is strongly recommended that resources beyond the use of this companion guide are used to adequately prepare for the certification examination.***

Lastly, feedback from candidates who were successful in passing previous certification examinations indicated the use of the companion guide to be helpful. Also being part of a small study group that allowed participants to “work through” the practice examination questions and discuss why answers are were correct or incorrect can be beneficial.

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