



The Alliance for
Continuing Education in the
Health Professions

CEhp National Learning Competencies

The Alliance for CEhp's National Learning Competencies is unique in the field of continuing education in the health professions as a comprehensive compendium of CEhp practitioner abilities. Drawing upon the Dreyfus Model of Skill Acquisition, the Alliance's National Learning Competencies provide a staged approach to the development of proficiency and expertise in the field. The eight Competency Areas represent different, yet interconnected components of CEhp that, taken together, form the foundation for excellence in the field.

The National Learning Competencies are designed to describe the abilities needed for success and to outline a professional development pathway for CEhp practitioners. Self-assessment and monitoring of performance in each area will support CEhp practitioners' lifelong learning journeys. The Competencies also provide a framework for position descriptions, performance expectations, and career growth.

CEhp practitioners can look to the Alliance for CEhp's National Learning Competencies to guide their own performance, professional development, and career aspirations.

Competency Area 1: Use of Adult and Organizational Learning Principles

Use evidenced-based adult and organizational learning principles to improve the performance of healthcare professionals, the healthcare team and the organizations in which they work, in order to improve patient outcomes.

Competency Statement

Competency 1.1

Apply adult learning principles in CEhp activities/interventions and overall program planning by...

- A. **Identifying** sources and resources about applicable and appropriate adult learning principles and practices that can be used to support healthcare professionals', and healthcare teams', learning and change.
- B. **Describing** how effective use of applicable and appropriate *adult* learning principles can facilitate learning and change in healthcare professionals.
- C. **Designing** CEhp activities/interventions based on best practices and emerging research.

Competency 1.2

Apply organizational learning principles in CEhp activities/interventions and overall program planning by...

- A. **Identifying** sources and resources about applicable and appropriate organizational learning principles and practices that can be used to support program and organizational learning and change.
- B. **Describing** how effective use of applicable and appropriate *organizational* learning principles can facilitate learning and change in the organizations in which healthcare professionals work.
- C. **Developing** one's CEhp program and/or organization based on best practices and emerging research.

Competency Area 1: Using Adult and Organizational Learning Principles

Use evidenced-based adult and organizational learning principles to improve the performance of healthcare professionals, healthcare teams and the organizations in which they work, in order to improve patient outcomes.

	Competency Statement	Behaviors Demonstrated
Competency 1.1	<p>Apply adult learning principles in CEhp activities/interventions and overall program planning by...</p> <p>A. Identifying sources and resources about applicable and appropriate adult learning principles and practices that can be used to support healthcare professionals' learning and change.</p> <p>B. Describing how effective use of applicable and appropriate adult learning principles can facilitate learning and change in healthcare professionals.</p> <p>C. Designing CEhp activities/interventions based on best practices and emerging research.</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Describe adult learning theories and their role in CEhp. • Identify where to find resources about adult learning and Interprofessional education. • Identify frameworks and theories related to healthcare professionals' learning and change. • Identify/Access books, articles, websites, and other sources related to adult learning, and specifically, healthcare professionals' learning.
		<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Apply adult learning principles that are used to facilitate changes in healthcare professionals' knowledge, competence, and/or performance. • Discuss why and how different adult learning principles are used in the design and implementation of CEhp activities/interventions. • Describe frameworks and strategies from the adult learning literature that can support both healthcare professional <i>and</i> inter-professional education/interventions.
		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Evaluate research conclusions and emerging best practices for their applicability and value to one's CEhp program. • Integrate applicable emerging research and best practices related to adult, health care professional and interprofessional education into the design and implementation of educational activities/interventions.

Competency Area 1: Using Adult and Organizational Learning Principles

Use evidenced-based adult and organizational learning principles to improve the performance of healthcare professionals, healthcare teams and the organizations in which they work, in order to improve patient outcomes.

	Competency Statement	Behaviors Demonstrated
Competency 1.2	<p>Apply organizational learning principles in CEhp activity and overall program planning by...</p> <p>A. Identifying sources and resources about applicable and appropriate organizational learning principles and practices that can be used to support program and organizational learning and change.</p> <p>B. Describing how effective use of applicable and appropriate organizational learning principles can facilitate learning and change in the organizations in which healthcare professionals work.</p> <p>C. Developing one's CEhp program and/or institution based on best practices and emerging research.</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Describe organizational learning principles and practices and their applicability to CEhp • Discuss how different organizational learning principles and practices have been used in the healthcare industry. • Identify/Access books, articles, websites, and other sources related to organizational learning and organizational learning in the healthcare industry.
		<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Apply organizational learning principles in practice that facilitate learning and change in CEhp. • Discuss organizational learning principles that are used to facilitate changes in programs and institutions in which healthcare professionals work. • Articulate why and how different organizational learning principles are used to help improve CEhp programs and healthcare-related institutions. • Describe frameworks and strategies from the organizational learning literature that can support institutional, programmatic, and interprofessional learning and change.
		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Integrate into the design of CEhp educational activities/interventions applicable and appropriate organizational learning principles that facilitate learning and change. • Create opportunities for aligning the CEhp program and/or one's own organization with relevant emerging research and best practices in organizational learning.

Competency Area 2: Designing Educational Interventions

Implement and improve independent, fair, balanced, and evidence-based educational interventions that produce expected results for learners and the organizations in which they work.

Competency Statement

Competency 2.1

Implement CEhp activities/interventions to address healthcare professionals' practice gaps and underlying learning needs by...

- A. **Identifying** data and other sources that can help reveal healthcare professionals' practice gaps and learning needs.
- B. **Using** data and information related to healthcare professionals' practice gaps and learning needs to design CEhp activities/interventions.
- C. **Developing** learning objectives for CEhp activities that clearly describe the intended behavior/action of the learner after engaging in the CEhp activity/intervention.
- D. **Creating** CEhp activities/interventions using formats that are selected based on objectives and expected results.
- E. **Creating** Interprofessional CEhp activities for the healthcare team, when appropriate.

Competency 2.2

Develop CEhp activities/interventions with content that is valid, independent from the influence of commercial interests, balanced and evidence-based by...

- A. **Implementing** appropriate process(es) to help ensure CEhp content is valid, independent from the influence of commercial interests, and free from commercial bias.
- B. **Utilizing** strategies to ensure CEhp content is modified prior to an activity, and processes are reviewed for future activities, if problems are detected with the balance, independence, or validity of a CEhp activity's content.

Competency Area 2: Designing Educational Interventions

Implement and improve independent, fair, balanced, and evidence-based educational interventions that produce expected results for learners and the organizations in which they work.

	Competency Statement	Behaviors Demonstrated
Competency 2.1	<p>Implement CEhp activities/interventions to close healthcare professionals' practice gaps and address underlying learning needs by....</p> <p>A. Identifying data and other sources that can help reveal healthcare professionals' practice gaps and learning needs.</p> <p>B. Using data and information related to healthcare professionals' practice gaps and learning needs to design CEhp activities/interventions.</p> <p>C. Developing learning objectives for CEhp activities that clearly describe the intended behavior/action of the learner after engaging in the CE activity/intervention.</p> <p>D. Creating CEhp activities/interventions using formats that are selected based on objectives and expected results.</p> <p>E. Creating Interprofessional CEhp activities for the healthcare team, when appropriate.</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Describe professional practice gaps and learning needs • Identify sources that can reveal professional practice gaps and learning needs. • Describe learning objectives and how they are used. • Identify different formats of learning. • Describe team-based learning and Interprofessional education.
		<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Assess the environment for advancements in technology and clinical care that create learning needs. • Construct learning objectives that are specific, realistic, and measurable. • Link learning objectives to the type of change desired in learners to support the development of the appropriate CEhp activity/intervention. • Differentiate the purpose and value of using various learning formats and how they can be used to achieve expected results. • Analyze data and information to identify professional practice gaps and learning needs. • Design an educational activity/intervention using a format(s) that are linked to the activity/intervention's goals and expected results. • Produce an educational activity/intervention that integrates available resources and environmental considerations into the educational design. • Implement educational activities/interventions with objectives, formats, and results that are appropriate for the healthcare team. • Develop learning opportunities for volunteers and/or faculty on effective educational strategies.

Competency Area **2: Designing Educational Interventions**, continued

Implement and improve independent, fair, balanced, and evidence-based educational interventions that produce expected results for learners and the organizations in which they work.

		Behaviors Demonstrated
Competency 2.1		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Integrate strategies that address systems issues, assets, and barriers into CEhp activities/interventions. • Empower learners to identify their own professional practice gaps by helping them engage in self-assessments and reflection, when appropriate. • Create opportunities for team-based educational activities/interventions.

Competency Area 2: Designing Educational Interventions

Implement and improve independent, fair, balanced, and evidence-based educational interventions that produce expected results for learners and the organizations in which they work.

	Competency Statement	Behaviors Demonstrated
Competency 2.2	<p>Develop CEhp activities/ interventions with content that is valid, independent from the influence from commercial interests, balanced, and evidence-based by...</p> <p>A. Implementing appropriate process(es) to help ensure CEhp content is valid, independent from the influence commercial interests, and free from commercial bias.</p> <p>B. Utilizing strategies to ensure CEhp content is modified prior to an activity, and processes are reviewed for future activities, if problems are detected with the balance (e.g., commercial bias), independence, or validity of a CEhp activity's content.</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Describe the features and importance of valid, independent, balanced, and evidence-based CEhp activities/interventions. • Compare and contrast examples of CEhp activities/interventions that demonstrate valid, independent, balanced and evidence-based content with examples that show problems with validity, independence, and balance (e.g., commercial bias). • Identify practices that can be used to help ensure content validity, independence, and balance (e.g., no commercial bias.).
		<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Inform planners, teachers, authors, and writers about the need for valid, independent and balanced CE content. • Implement processes that can be used to ensure content is valid, independent, and free from commercial bias. • Implement processes that can be used to seek feedback on CEhp activity/intervention content's validity, independence, and balance (e.g., free from commercial bias). • Implement different strategies that can be used to address problems in CEhp activity/intervention's content related to content validity, independence, and commercial bias. • Collaborate with content experts who can assess validity of content in CEhp activities/interventions. • Develop learning opportunities for volunteers and/or faculty on the role and responsibilities of faculty and planners to ensure content is valid and independent.
		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Develop policies and/or procedures to help ensure that the CEhp program can stand accountable for its valid, independent, and balanced content in activities/interventions. • Intervene, to manage and resolve issues related to content validity and integrity when necessary.

Competency Area 3: Measuring the Performance of CEhp Activities and the Overall CEhp Program

Use data to evaluate the effectiveness of CEhp activities/interventions and the impact of the overall CEhp program.

Competency Statement

Competency 3.1

Use evaluation and outcomes data to **assess and determine**:

1. the educational outcomes/results of the CEhp activities/ interventions on participants' attitudes, knowledge levels, skills, performance and/or patient outcomes,
2. unmet learning needs, and
3. the quality and success of CEhp activities/interventions

by...

- A. **Identifying** the level(s) of outcome associated with objectives and expected results of the CEhp activity/intervention.
- B. **Selecting** assessment methods and tools that are appropriate for the goals and objectives of the CEhp activity/intervention, based on the CEhp practice setting and resources (e.g., time, expertise, staff, budget, stakeholder expectations).
- C. **Analyzing** assessment data in order to draw conclusions about the effectiveness of the CEhp activity/Intervention, based on expected results.
- D. **Analyzing** assessment data in order to identify learning needs that future CEhp activities/interventions can address.

Competency 3.2

Use evaluation and outcomes data to **evaluate** the impact of the overall CEhp program and its effectiveness in meeting the CEhp mission and relevant organizational goals by...

- A. **Outlining** steps to evaluate the impact of the overall CEhp program and its effectiveness in meeting mission and relevant organizational goals.
- B. **Utilizing** activity evaluation data, and other relevant information, to assess the impact of the overall CEhp program and the extent to which the CEhp mission and relevant organizational goals were met.
- C. **Identifying** areas for improvement within the CEhp program and individual CEhp activities based on the overall CEhp program evaluation process.

Competency Area 3: Measuring the Performance of CEhp activities and the overall CEhp Program

Use evaluation and outcomes data to evaluate the effectiveness of CEhp activities and the overall CEhp program.

	Competency Statement	Behaviors Demonstrated
Competency 3.1	<p>Use evaluation and outcomes data to assess and determine:</p> <ol style="list-style-type: none"> 1. the educational outcomes/results of the CEhp activities/interventions on participants' attitudes, knowledge levels, skills, performance and/or patient outcomes, 2. unmet learning needs, and 3. the quality and success of CEhp activities/interventions <p>by...</p> <p>A. Identifying the Level(s) of outcome associated with objectives and expected results of the CEhp activity/intervention</p> <p>B. Selecting assessment methods and tools that are appropriate for the goals and objectives of the CEhp activity/intervention, based on the CEhp practice setting and resources (e.g., time, expertise, staff, budget, stakeholder expectations).</p> <p>C. Analyzing assessment data in order to draw conclusions about the effectiveness of the CEhp activity/Intervention, based on expected results.</p> <p>D. Analyzing assessment data in order to identify learning needs that future CEhp activities/interventions can address.</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Identify different outcomes frameworks that can be applied in CEhp evaluation and assessment plans. • Discuss how to collect data and information on the quality and success of CEhp activities/interventions. • Describe the difference between assessment and evaluation. • Differentiate the role and uses of qualitative and quantitative research methods. • Describe how to use data from assessments to evaluate the quality, independence, success, and effectiveness of CEhp activities/interventions. • Relate assessment data to needs assessment and gap analysis.
	<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Select assessment methods and tools that are appropriate for the goals and objectives of the CEhp activity/intervention, based on the CEhp practice setting and resources (e.g., time, expertise, staff, budget, stakeholder expectations). • Implement assessment tools to collect data on the quality, independence, and balance (e.g., free from commercial bias) of CEhp activities/interventions. • Analyze qualitative and/or quantitative data using basic methods (e.g., summarizing comments, reviewing mean scores). • Draw conclusions regarding the extent to which the CEhp activity was successful in achieving its goals, objectives, and desired outcomes. • Identify opportunities for future CEhp activities based on results of data analysis. 	

Competency Area **3: Measuring the Performance of CEhp activities and the overall CEhp Program**, continued

Use evaluation and outcomes data to evaluate the effectiveness of CEhp activities and the overall CEhp program.

	Competency Statement	Behaviors Demonstrated
Competency 3.1		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Develop assessment tools that can be used to measure the quality, independence, balance, and effectiveness of a CEhp activity/intervention. • Design evaluation and assessment plans for CE activities/interventions that specify how, when, and why data will be collected and analyzed as well as how the data collected will be used. • Create partnerships and collaborations that can facilitate the assessment and evaluation process. • Interpret results from advanced methods of research (e.g., statistical tests and inferential analyses) so that data can be used and applied in practice. • Integrate findings from assessments into practice. • Develop reports and publications that communicate results of CEhp activities/interventions to internal and external audiences.

Competency Area 3: Measuring the Performance of CEhp activities and the overall CEhp Program

Use evaluation and outcomes data to evaluate the effectiveness of CEhp activities and the overall CEhp program.

	Competency Statement	Behaviors Demonstrated
Competency 3.2	<p>Use evaluation and outcomes data to evaluate the impact of the overall CEhp program and its effectiveness in meeting the CEhp mission and relevant organizational goals by...</p> <p>A. Outlining steps to evaluate the impact of the CEhp program and its effectiveness in meeting mission and relevant organizational goals.</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Define overall program evaluation. • Outline the link between CEhp activity assessment and overall CEhp program evaluation. • Describe the benefits of conducting overall program evaluation and its role in continuous quality improvement for the CEhp program and organization. • Identify resources that can help facilitate overall program evaluation.
	<p>B. Utilizing activity evaluation data, and other relevant information, to assess the impact of the overall CEhp program and the extent to which the CEhp mission and relevant organizational goals were met.</p> <p>C. Identifying areas for improvement within the CEhp program and individual CEhp activities based on the overall CEhp program evaluation process.</p>	<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Compare and contrast various frameworks and approaches that can be used to facilitate the overall program evaluation process. • Implement an overall program evaluation plan that evaluates the impact of a CEhp program and the extent to which the overall CEhp mission and relevant organizational goals have been met. • Analyze data and information from the overall program evaluation process in order to draw conclusions about the CEhp program's impact and to identify needed improvements. • Identify stakeholders and collaborators who can contribute to the overall program evaluation.
		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Design an overall CEhp program evaluation plan that links CEhp activity data to evaluation of the overall CEhp program. • Create goals and benchmarks for success of the overall CEhp program that can be used in the overall program evaluation process. • Utilize data and information from the overall program evaluation process to assess the impact of the CEhp program on relevant organizational goals. • Integrate improvements identified through the overall program evaluation process into future CEhp activities/interventions and the overall CEhp program. • Develop reports and publications that communicate the impact of the CEhp program to internal and external audiences.

Competency Area 4: **Collaborating and Partnering with Stakeholders**

Collaborate and partner with stakeholders to help meet the CEhp mission.

Competency Statement

Competency 4.1

Collaborate with internal stakeholder groups that can help maximize the impact of CEhp activities/interventions and meet the CEhp mission by...

- A. **Identifying** opportunities for internal collaborations that can help the CEhp program meet its mission (e.g., conduct an internal stakeholders analysis).
- B. **Implementing** an ongoing, collaborative communication plan with internal stakeholders.
- C. **Evaluating** the extent to which the collaboration helped achieve a CEhp activity/intervention's goals and objectives.
- D. **Evaluating** the extent to which the collaboration helped the CEhp program meet its mission.

Competency 4.2

Collaborate with external stakeholder groups and key partners that can help maximize the impact of CEhp activities/interventions and meet the CEhp mission by...

- A. **Identifying** opportunities for external collaborations that can help the CEhp program meet its mission (e.g., conduct an external stakeholders analysis).
- B. **Implementing** an ongoing, collaborative communication plan with external stakeholders.
- C. **Evaluating** the extent to which the collaboration helped achieve a CEhp activity/intervention's goals and objectives.
- D. **Evaluating** the extent to which the collaboration helped the CEhp program meet its mission.
- E. **Maintaining** compliance with applicable regulations when collaborating with external stakeholders.

Competency Area 4: Collaborating and Partnering with Stakeholders

Collaborate and partner with stakeholders to help meet the CEhp mission.

	Competency Statement	Behaviors Demonstrated
Competency 4.1	<p>Collaborate with internal stakeholder groups that can help maximize the impact of CEhp activities/ interventions and meet the CEhp mission by...</p> <p>A. Identifying opportunities for internal collaborations that can help the CEhp program meet its mission (e.g., conduct an internal stakeholders analysis).</p> <p>B. Implementing an ongoing, collaborative communication plan with internal stakeholders.</p> <p>C. Evaluating the extent to which the collaboration helped achieve a CEhp activity/intervention's goals and objectives.</p> <p>D. Evaluating the extent to which the collaboration helped the CEhp program meet its mission.</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Identify individuals and departments that might be internal stakeholders related to individual CEhp activities/interventions and the CEhp program. • Describe the steps involved in a stakeholder analysis for potential internal partnerships and collaborations. • Explain communication plans and how they can be used with internal stakeholders. • Describe how internal collaborations and partnerships can be evaluated for their impact on a CEhp activity/intervention and/or overall CEhp program. • Identify/Access resources that can support successful internal partnerships and collaborations. <hr/> <p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Participate in a stakeholder analysis for potential internal partnerships and collaborations. • Implement an ongoing, collaborative communication plan with internal stakeholders. • Manage relationships with internal stakeholders. • Implement evaluation processes that help assess the impact of internal collaborations/partnerships on CEhp activities/interventions. • Implement evaluation processes that help assess the extent to which internal collaborations/partnerships helped a CEhp program meet its mission.

Competency Area 4: Collaborating and Partnering with Stakeholders, continued

Collaborate and partner with stakeholders to help meet the CEhp mission.

	Competency Statement	Behaviors Demonstrated
Competency 4.1		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none">• Conduct a stakeholder analysis for potential internal partnerships and collaborations.• Develop ongoing, collaborative communication plans with internal stakeholders.• Create relationships with key individuals and departments for internal partnerships and collaborations.• Design evaluation processes that help assess the impact of internal collaborations/partnerships on CEhp activities/interventions.• Design evaluation processes that help assess the extent to which internal collaborations/partnerships helped a CEhp program meet its mission.

Competency Area 4: Collaborating and Partnering with Stakeholders

Collaborate and partner with stakeholders to help meet the CEhp mission.

	Competency Statement	Behaviors Demonstrated
Competency 4.2	<p>Collaborate with external stakeholder groups and key partners that can help maximize the impact of CEhp activities/interventions and meet the CEhp mission by...</p> <p>A. Identifying opportunities for external collaborations that can help the CEhp program meet its mission (e.g., conduct an external stakeholders analysis).</p> <p>B. Implementing an ongoing, collaborative communication plan with external stakeholders.</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Identify individuals and organizations that might be external stakeholders related to individual CEhp activities/interventions and the CEhp program. • Describe the steps involved in a stakeholder analysis for potential external partnerships and collaborations. • Explain communication plans and how they can be used with external stakeholders. • Describe how external collaborations and partnerships can be evaluated for their impact on a CEhp activity/intervention and/or overall CEhp program. • Identify/Access resources that can support successful external partnerships and collaborations. • Identify regulations that would apply to external partnerships and collaborations.
	<p>C. Evaluating the extent to which the collaboration helped achieve a CEhp activity/intervention's goals and objectives.</p> <p>D. Evaluating the extent to which the collaboration helped the CEhp program meet its mission.</p> <p>E. Maintaining compliance with applicable regulations when collaborating with external stakeholders.</p>	<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Participate in a stakeholder analysis for potential external partnerships and collaborations. • Implement an ongoing, collaborative communication plan with external stakeholders. • Manage relationships with key individuals and organizations involved in external partnerships and collaborations. • Implement evaluation processes that help assess the impact of external collaborations/partnerships on CEhp activities/interventions and the overall CEhp Program. • Implement strategies, when necessary, to maintain compliance with applicable regulations when partnering with external stakeholders.

Competency Area **4: Collaborating and Partnering with Stakeholders**, continued

Collaborate and partner with stakeholders to help meet the CEhp mission.

	Competency Statement	Behaviors Demonstrated
Competency 4.2		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Conduct a stakeholder analysis for potential external partnerships and collaborations. • Develop ongoing, collaborative communication plans with external stakeholders. • Create relationships with key individuals and organizations for external partnerships and collaborations. • Design evaluation processes that help assess the impact of external collaborations/partnerships on CEhp activities/interventions and the overall CEhp Program. • Develop strategies, when necessary, to maintain compliance with applicable regulations when partnering with external stakeholders.

Competency Area 5: Manage and Administer the CE Program

Manage and administer the CEhp office operations to meet personnel, financial, legal, logistical, accreditation, CE credit, and/or regulatory standards

Competency Statement

Competency 5.1

Execute CEhp activities and the CEhp program following sound and applicable business policies and practices by....

- A. **Implementing** basic accounting, financial management, and human resource practices in compliance with organizational policies and procedures.
- B. **Creating** and/or interpret CEhp activity/intervention and CEhp program budgets, along with income and expense statements.
- C. **Producing** CEhp activities/interventions and administer the CEhp program in compliance with local, regional, state and federal laws and regulations.
- D. **Integrating** effective meeting planning and hospitality management practices into the planning and production of CEhp activities.
- E. **Utilizing** current and appropriate databases, software, and other technologies in the execution of CEhp activities/interventions and the overall CEhp program.

Competency 5.2

Execute CEhp activities and the overall CEhp program in compliance with applicable accreditation and/or regulatory policies and requirements by...

- A. **Adhering** to the accreditation and/or regulatory policies and requirements that are applicable to an overall CEhp program based on its organization type and location.
- B. **Adhering** to the accreditation and/or regulatory policies and requirements that are applicable to a CEhp activity/intervention based on its format and content.
- C. **Identifying** how other accreditation and/or regulatory policies and requirements (not directly applicable to the organization) impact partnerships and collaborations in CEhp activities/interventions.
- D. **Utilizing** materials from the implementation of CEhp activities and the administration of the overall CEhp program to demonstrate compliance with applicable accreditation and/or regulatory policies and requirements.

Competency 5.3

Utilize effective management and communication skills when working with organizational leaders, staff, volunteers, peers, and learners by...

- A. **Implementing** effective communication skills in written correspondence, face-to-face interactions, and public speaking.
- B. **Utilizing** effective management skills to delegate, supervise, and evaluate staff.
- C. **Setting** and communicate expectations of staff and volunteers, providing feedback, and offering support to accomplish goals.
- D. **Promoting** teamwork and team-building in the administration of the overall CEhp program.

Competency Area **5: Manage and Administer the CE Program**

Manage and administer the CEhp office operations to meet personnel, financial, legal, logistical, accreditation, CE credit, and/or regulatory standards

	Competency Statement	Behaviors Demonstrated
Competency 5.1	<p>Execute CEhp activities and the CEhp program following sound and applicable business policies and practices by...</p> <p>A. Implementing basic accounting, financial management, and human resource practices in compliance with organizational policies and procedures.</p> <p>B. Creating and/or interpret CEhp activity/intervention and CEhp program budgets, along with income and expense statements.</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Identify procedures for basic accounting, financial management, and human resource practices. • Outline organizational policies and procedures. • Identify financial data and information that are used in CEhp activity/intervention and CEhp program budgets, income and expense statements. • Identify procedures for ensuring that CEhp activities and the overall CEhp program in compliance with local, regional, state and federal laws and regulations. • Describe effective meeting planning and hospitality management practices that are used in the planning and production of CEhp activities. • Identify current and appropriate databases, software, and other technologies to use in CEhp activities/interventions and the CEhp program.
	<p>C. Producing CEhp activities/interventions and administer the CEhp program in compliance with local, regional, state and federal laws and regulations.</p> <p>D. Integrating effective meeting planning and hospitality management practices into the planning and production of CEhp activities/interventions.</p> <p>E. Utilizing current and appropriate databases, software, and other technologies in the execution of CEhp activities/interventions and the CEhp program.</p>	<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Implement procedures for basic accounting, financial management, and human resource practices into the work of the CEhp program in order to comply with organizational policies and procedures. • Report financial data and information for use in CEhp activity/intervention and CEhp program budgets, income and expense statements. • Implement procedures for ensuring that CEhp activities/interventions and the overall CEhp program in compliance with local, regional, state and federal laws and regulations. • Implement processes that ensure the implementation of effective meeting planning and hospitality management practices in the planning and production of CEhp activities/interventions. • Use current and appropriate databases, software, and other technologies in the execution of CEhp activities/interventions and the CEhp program.

Competency Area **5: Manage and Administer the CE Program**, continued

Manage and administer the CEhp office operations to meet personnel, financial, legal, logistical, accreditation, CE credit, and/or regulatory standards

	Competency Statement	Behaviors Demonstrated
Competency 5.1		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Develop procedures that integrate basic accounting, financial management, and human resource practices into the work of the CEhp program in order to comply with organizational policies and procedures. • Use CEhp activity/intervention and CEhp program budgets, along with income and expense statements to effectively manage the overall CEhp program. • Develop procedures for ensuring that CEhp activities/interventions and the overall CEhp program in compliance with all applicable laws and regulations. • Manage processes for effective meeting planning and hospitality management in the planning and production of CEhp activities/interventions. • Integrate current and appropriate databases, software, and other technologies in the execution of CEhp activities/interventions and the CEhp program.

Competency Area **5: Manage and Administer the CE Program**

Manage and administer the CEhp office operations to meet personnel, financial, legal, logistical, accreditation, CE credit, and/or regulatory standards

	Competency Statement	Behaviors Demonstrated
Competency 5.2	<p>Execute CEhp activities and the CEhp program in compliance with applicable accreditation and/or regulatory policies and requirements by...</p> <p>A. Adhering to the accreditation and/or regulatory policies and requirements that are applicable to a CEhp program based on its organization type and location.</p> <p>B. Adhering to the accreditation and/or regulatory policies and requirements that are applicable to a CEhp activity/intervention based on its format and content.</p> <p>C. Identifying how other accreditation and/or regulatory policies and requirements (not directly applicable to the organization) impact partnerships and collaborations in CEhp activities/interventions.</p> <p>D. Utilizing materials from the implementation of CEhp activities/interventions and the administration of the CEhp program to demonstrate compliance with applicable accreditation and/or regulatory policies and requirements.</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Identify accreditation and/or regulatory policies and requirements that are applicable to a CEhp program based on one's organization type and location. • Describe practices and procedures that comply with accreditation and/or regulatory policies and requirements that are applicable to a CEhp program. • Identify practices and procedures that comply with accreditation and/or regulatory policies and requirements that are applicable to a CEhp activity/intervention based on its format and content. • Identify materials from the implementation of CEhp activities/interventions and the administration of the CEhp program that can demonstrate compliance with applicable accreditation and/or regulatory policies and requirements. <p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Implement practices and procedures that comply with accreditation and/or regulatory policies and requirements that are applicable to a CEhp program. • Implement practices and procedures that comply with accreditation and/or regulatory policies and requirements that are applicable to a CEhp activity/intervention based on its format and content. • Identify potential ways that accreditation and/or regulatory policies and requirements (not directly applicable to the organization) may impact partnerships and collaborations. • Collect/assemble materials from the implementation of CEhp activities/interventions and the administration of the CEhp program that can demonstrate compliance with applicable accreditation and/or regulatory policies and requirements. • Develop learning opportunities for volunteers and/or faculty on the accreditation and/or regulatory policies and requires that are relevant to their roles and responsibilities.

Competency Area **5: Manage and Administer the CE Program**, continued

Manage and administer the CEhp office operations to meet personnel, financial, legal, logistical, accreditation, CE credit, and/or regulatory standards

	Competency Statement	Behaviors Demonstrated
Competency 5.2		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Integrate into the CEhp program practices and procedures that comply with accreditation and/or regulatory policies and requirements that are applicable to a CEhp program. • Integrate into the CEhp activity planning, development, and assessment practices and procedures that comply with accreditation and/or regulatory policies and requirements that are applicable to a CEhp activity/intervention based on its format and content. • Analyze the impact of accreditation and/or regulatory policies and requirements (not directly applicable to the organization) on partnerships and collaborations. • Utilize materials from the implementation of CEhp activities/interventions and the administration of the CEhp program to demonstrate compliance with applicable accreditation and/or regulatory policies and requirements.

Competency Area **5: Manage and Administer the CE Program**

Manage and administer the CEhp office operations to meet personnel, financial, legal, logistical, accreditation, CE credit, and/or regulatory standards

	Competency Statement	Behaviors Demonstrated
Competency 5.3	<p>Utilize effective management and communication skills when working with organizational leaders, staff, volunteers, peers, and learners by...</p> <p>A. Implementing effective communication skills in written correspondence, face-to-face interactions, and public speaking.</p> <p>B. Utilizing effective management skills to delegate, supervise, and evaluate staff.</p> <p>C. Setting and communicate expectations of staff and volunteers, providing feedback, and offering support to accomplish goals.</p> <p>D. Promoting teamwork and team-building in the administration of the CEhp program.</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Describe effective communication strategies that can be used in written correspondence, face-to-face interactions, and public speaking opportunities. • Describe strategies to effectively delegate tasks and projects to CEhp staff and volunteers. • Explain the importance of setting expectations of staff and volunteers, providing feedback, and offering support to help others accomplish goals. • Discuss the value of teamwork and team-building in the administration of the CEhp program. <p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Implement effective communication strategies into written correspondence, face-to-face interactions, and public speaking opportunities. • Identify examples of effective management strategies to use in the delegation of tasks and projects to CEhp staff and volunteers. • Communicate expectations of staff and volunteers, providing feedback, and offering support to accomplish goals. • Identify opportunities for teamwork and team-building in the administration of the CEhp program.

Competency Area **5: Manage and Administer the CE Program**, continued

Manage and administer the CEhp office operations to meet personnel, financial, legal, logistical, accreditation, CE credit, and/or regulatory standards

	Competency Statement	Behaviors Demonstrated
Competency 5.3		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Develop effective communication strategies for written correspondence, face-to-face interactions, and public speaking opportunities. • Mentor staff and volunteers on how to use effective communication strategies. • Integrate effective management skills into the delegation of tasks and projects to CEhp staff and volunteers. • Develop expectations of staff and volunteers, providing feedback, and offering support to accomplish goals. • Promote opportunities for teamwork and team-building in the administration of the CEhp program.

Competency Area 6: Lead the CEhp Program	
<i>Provide Leadership for the CEhp Program</i>	
Competency Statement	
Competency 6.1	<p>Conduct all affairs with high standards of professionalism and ethics by...</p> <ul style="list-style-type: none"> A. Adhering to ethical standards for CEhp professionals and related fields. B. Providing resources to help others learn about ethics and professionalism in CEhp. C. Providing mechanisms and support to help other identify and address ethical dilemmas.
Competency 6.2	<p>Model and inspire a vision of present value and future direction for CEhp – externally and internally by...</p> <ul style="list-style-type: none"> A. Engaging staff in scanning the current and emerging environment for its impact on CEhp. B. Recognizing current and potential new connections between one's own CEhp program with the current and emerging environment for CEhp, healthcare professionals, and stakeholders. C. Implementing a mission-aligned strategic plan that is a bridge to the organization's vision that includes goals, objectives, tasks and milestones for success.
Competency 6.3	<p>Develop and model a learning organization by...</p> <ul style="list-style-type: none"> A. Creating mechanisms and practices that involve stakeholders in developing solutions to identified problems. B. Linking principles of continuous quality improvement to CEhp activities, the CEhp program, and overall organizational improvement. C. Utilizing collaborations with internal and external stakeholders to support organizational learning and improvement. D. Creating an environment that embraces learning and change.
Competency 6.4	<p>Advocate for the CEhp program, its mission, activities, staff and volunteers by...</p> <ul style="list-style-type: none"> A. Recognizing the success and potential areas of improvement of one's own CEhp program. B. Encouraging opportunities for staff to participate in professional activities that can highlight and expand their abilities. C. Recognizing the achievements of staff and volunteers. D. Sharing experiences and achievements with the CEhp community through publications and presentations.

Competency Area **6: Lead the CEhp Program**

Provide Leadership for the CEhp Program

	Competency Statement	Behaviors Demonstrated
Competency 6.1	<p>Conduct all affairs with high standards of professionalism and ethics by...</p> <p>A. Adhering to ethical standards for CEhp professionals and related fields</p> <p>B. Providing resources to help others learn about ethics and professionalism in CEhp</p> <p>C. Providing mechanisms and support to help other identify and address ethical dilemmas</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Describe the ethical standards of behavior that are expected. • Explain the importance of influencing people to adhere to agreed-upon standards • Discuss the importance of asking for pertinent feedback on how his/her actions affect people's performance • Describe his/her organization's values • Define the concept of a leadership philosophy
		<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Set a personal example of what is expected as ethical standards • Influence people to adhere to agreed-upon standards • Recognize individual motivators for success • Ask for pertinent feedback on how his/her actions affect others' performance • Describe how to build consensus around organization's values • Self-assess one's own leadership philosophy • Outline one's own leadership philosophy
		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Analyze ethical dilemmas to help individuals and/or teams work towards mutually acceptable goals • Ask for feedback on how one's actions affect others' performance and what one can modify in one's behavior to engender the highest level of performance • Build consensus around one's organization's values • Articulate clearly one's own philosophy of leadership • Appreciate the leadership philosophy of others.

Competency Area **6: Lead the CEhp Program**

Provide Leadership for the CEhp Program

	Competency Statement	Behaviors Demonstrated
Competency 6.2	<p>Model and inspire a vision of present value and future direction for CEhp – externally and internally by...</p> <p>A. Engaging staff in scanning the current and emerging environment for its impact on CEhp</p> <p>B. Recognizing current and potential new connections between one’s own CEhp program with the current and emerging environment for CEhp, healthcare professionals, and stakeholders</p> <p>C. Implementing a mission-aligned strategic plan that is a bridge to the organization’s vision that includes goals, objectives, tasks and milestones for success.</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Describe future trends influencing CEhp work. • Discuss the importance of describing a compelling image of CEhp’s value. • Explain the importance of developing and articulating a CEhp program’s value, vision and future direction. • Describe effective strategies for communicating the value of a CEhp program. • Define the concept of, steps in, and value of a strategic plan.
		<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Discuss trends influencing CEhp activities/interventions and the CEhp program. • Develop compelling communications about the value of CEhp. • Compare CEhp program’s strategic directions to CEhp’s emerging environment. • Identify objectives and tasks that can be implemented in support of a CEhp program’s strategic plan. • Implement tasks to meet milestones in support of a strategic plan that aligns daily work with a CEhp program’s mission and strategic plan.
		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Analyze trends that can influence the CEhp program. • Describe a compelling vision of the future of CEhp. • Show how the CEhp program’s vision can be realized. • Articulate the “big picture” of the CEhp program’s vision and strategic direction. • Speak with conviction about the value of CEhp work. • Collaborate with organizational leaders to develop a strategic plan to help align CEhp staff’s works with the organization’s vision and CEhp program’s mission. • Integrate into CEhp work a mission-aligned strategic plan with goals, objectives, tasks and milestones for success.

Competency Area 6: Lead the CEhp Program

Provide Leadership for the CEhp Program

	Competency Statement	Behaviors Demonstrated
Competency 6.3	<p>Develop and model a learning organization by...</p> <p>A. Creating mechanisms and practices that involve staff in developing solutions to identified problems</p> <p>B. Linking principles of continuous quality improvement to CEhp activities, the CEhp program, and overall organizational improvement</p> <p>C. Utilizing collaborations with internal and external stakeholders to support organizational learning and improvement</p> <p>D. Creating an environment that embraces learning and change</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Describe principles of continuous quality improvement. • Describe the value of challenging people to try new approaches. • Identify resources for innovative methods for improvement. • Identify behaviors for treating people with dignity and respect. • Speak up if lack of respect is apparent and communicate within established guidelines. • Identify different approaches that can be used to achieve the same goals. • Identify strategies to assess employees' skills and potential. <hr/> <p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Apply principles of continuous quality improvement. • Identify opportunities to test new skills within a safe environment. • Engage people to try new approaches consistent with goals of the overall CEhp program. • Identify lessons learned from collaborative relationships • Actively listen to diverse points of view • Treat people with dignity and respect • Identify strategies to assess if practices implemented achieved CEhp program's goals. • Describe strategies that help people grow in their jobs.

Competency Area 6: **Lead the CEhp Program**, continued

Provide Leadership for the CEhp Program

	Competency Statement	Behaviors Demonstrated
Competency 6.3		<p>LEVEL 3:EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Analyze one's CEhp program using continuous quality improvement methods. • Seek challenging opportunities to test skills. • Support people to try new approaches. • Search outside organizations for innovative ways to improve. • Ask oneself and others "what can we learn". • Support decisions other people make consistent with goals. • Give people choices about how to do their work. • Ensure that people grow and develop professionally in their jobs. • Integrate lessons learned from collaborations into one's CEhp practice.

Competency Area **6: Lead the CEhp Program**

Provide Leadership for the CEhp Program

	Competency Statement	Behaviors Demonstrated
Competency 6.4	<p>Advocate for the CEhp program, its mission, activities, staff and volunteers by...</p> <p>A. Recognizing the success of one's own CEhp program</p> <p>B. Encouraging opportunities for staff to participate in professional activities that can highlight and expand their abilities</p> <p>C. Recognizing the achievements of staff and volunteers</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Identify different types of rewards systems for a job well-done. • Discuss the importance of shared values for team dynamic and functioning. • Describe the impact and importance of providing support and demonstrating appreciation to individuals and teams. • Identify professional activities that can highlight and expand abilities of staff and volunteers. • Describe the importance of publishing and communicating successes of one's own CEhp program.
		<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Describe the psychology of motivation and reinforcements. • Recognize examples of good vs. poor performance. • Identify appropriate and impactful ways to reward people for a job well-done. • Identify behaviors that demonstrate a commitment to shared values. • Describe different ways to celebrate accomplishments • Identify appropriate methods to provide support to team members and demonstrate appreciation for their work. • Identify ways to encourage staff and volunteers to participate in professional activities that can highlight and expand their abilities. • Identify opportunities for sharing successes of one's own CEhp program.

Competency Area 6: **Lead the CEhp Program**, continued

Provide Leadership for the CEhp Program

	Competency Statement	Behaviors Demonstrated
Competency 6.4		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Implement multiple strategies to recognize people for a job well done. • Express confidence in people's abilities. • Creatively reward people for their contributions. • Recognize people for commitment to shared values. • Find ways to celebrate accomplishments of staff and volunteers. • Demonstrate appreciation of and support for team members. • Seek out opportunities for staff and volunteers to participate in professional activities that can highlight and expand their abilities. • Seek out opportunities for publishing and communicating successes of one's own CEhp program.

Competency Area 7: Engage in Self-Assessment and Lifelong Learning

Continually assess individual performance and CEhp program effectiveness, and make improvements through relevant learning experiences.

Competency Statement

Competency 7.1

Engage in assessments and professional development to help identify and then close *one's own* knowledge, competence, and performance gaps by....

- A. **Participating** in self-assessments and stay abreast of the CEhp environment to identify gaps in one's own CEhp knowledge, competence and performance.
- B. **Creating** an individual learning plan for improvement with personal goals and objectives that would address the identified gaps.
- C. **Participating** in professional development opportunities that would address identified gaps.
- D. **Modifying** one's own practice of CEhp to close identified gaps.
- E. **Seeking** out opportunities for feedback on new and/or modified practices.

Competency 7.2

Engage in assessments and professional development to help maintain and/or improve *the performance of the CEhp program* by...

- A. **Comparing** the CEhp program's performance to standards of practice and/or emerging trends to identify areas of improvement.
- B. **Creating** an improvement plan for the CEhp program with goals and objectives that would address needed and desired changes.
- C. **Participating** in training and learning opportunities that help support implementation of the improvement plan.
- D. **Making** modifications to the CEhp program to address areas of improvement.
- E. **Seeking** out opportunities for feedback on new and/or modified CEhp program practices.

Competency 7.3

Actively participate in the profession of CEhp in order to model lifelong learning by...

- A. **Exploring** opportunities to volunteer for professional and/or regulatory organizations in CEhp.
- B. **Sharing** best practices and experiences at local, regional, and/or national meetings of CEhp professionals.
- C. **Disseminating** best practices, experiences, and/or findings from one's own research and scholarship in CEhp via journals, newsletters, and other publications.
- D. **Engaging** in CEhp social media communications.

Competency Area 7: Engage in Self-Assessment and Lifelong Learning

Continually assess individual and CEhp program performance and make improvements through relevant learning experiences.

	Competency Statement	Behaviors Demonstrated
Competency 7.1	<p>Engage in assessments and professional development to help identify and then close <i>one's own</i> knowledge, competence, and performance gaps by...</p> <p>A. Participating in self-assessments and stay abreast of the CEhp environment to identify gaps in one's own CEhp knowledge, competence and performance.</p> <p>B. Creating an individual learning plan for improvement with personal goals and objectives that would address the identified gaps.</p> <p>C. Participating in professional development opportunities that would address identified gaps.</p> <p>D. Modifying one's own practice of CEhp to close identified gaps.</p> <p>E. Seeking out opportunities for feedback on new and/or modified practices</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Describe key issues in the CEhp environment. • Discuss the value of self-assessments in CEhp. • Outline steps in a learning plan. • Participate in a variety of professional development opportunities. • Review one's own practice of CEhp.
		<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Assess the CEhp environment for changes that can lead to gaps in one's own knowledge, competence, and performance. • Engage in self-assessments to identify gaps in one's own knowledge, competence, and performance. • Describe how a learning plan can address identified gaps. • Develop professional development opportunities for others in CEhp. • Identify ways to integrate into one's own practice of CEhp new concepts, processes, and procedures based on professional development and feedback from others.
		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Design a learning plan that would address identified gaps. • Lead professional development opportunities for other CEhp practitioners. • Integrate into one's own practice of CEhp new concepts, processes, and procedures based on professional development and feedback from others.

Competency Area 7: Engage in Self-Assessment and Lifelong Learning

Continually assess individual and CEhp program performance and make improvements through relevant learning experiences.

	Competency Statement	Behaviors Demonstrated
Competency 7.2	<p>Engage in assessments and professional development to help maintain and/or improve <i>the performance of the CEhp program</i> by...</p> <p>A. Comparing the CEhp program's performance to standards of practice and/or emerging trends to identify areas of improvement.</p> <p>B. Creating an improvement plan for the CEhp program with goals and objectives that would address needed and desired changes.</p> <p>C. Participating in training and learning opportunities that help support implementation of the improvement plan.</p> <p>D. Making modifications to the CEhp program to address areas of improvement</p> <p>E. Seeking out opportunities for feedback on new and/or modified CEhp program practices</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Discuss standards of practice and emerging trends in the CEhp environment. • Participate in training and learning opportunities that can help support improvements to the CEhp program. • Discuss the value of identifying and implementing improvements in CEhp.
		<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Compare the CEhp program's performance to standards of practice and/or emerging trends to identify areas of improvement. • Identify areas for improvement within one's CEhp program based on standards of practice and/or emerging trends. • Develop training and learning opportunities that can help support improvements in CEhp programs. • Implement new concepts, processes, and procedures to address areas of needed improvement. • Seek feedback from colleagues, co-workers, and/or supervisors on new and/or modified CEhp program practices.
		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Design an improvement plan for the CEhp program with goals and objectives that would address needed and desired changes. • Lead training and learning opportunities that help support improvements in CEhp programs. • Integrate into one's own practice of CEhp new concepts, processes, and procedures to address areas of needed improvement. • Provide feedback to colleagues, co-workers, and staff on new and/or modified CEhp practices.

Competency Area 7: Engage in Self-Assessment and Lifelong Learning

Continually assess individual and CEhp program performance and make improvements through relevant learning experiences.

	Competency Statement	Behaviors Demonstrated
Competency 7.3	<p>Actively participate in the profession of CEhp in order to model lifelong learning by...</p> <p>A. Exploring opportunities to volunteer for professional and/or regulatory organizations in CEhp</p> <p>B. Sharing best practices and experiences at local, regional, and/or national meetings of CEhp professionals</p> <p>C. Disseminating best practices, experiences, and/or findings from one's own research and scholarship in CEhp via journals, newsletters, and other publications</p> <p>D. Engaging in CEhp social media communications</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Discuss the value of volunteering for the profession of CEhp. • Describe the value of sharing best practices and experiences in CEhp. • Identify professional and regulatory organizations in the profession. • Identify CEhp -related social media forums and discussions.
		<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Volunteer for professional and/or regulatory organizations in CEhp. • Share best practices and experiences at local, regional, and/or national meetings of CEhp professionals. • Share best practices, experiences, and findings from one's own research and scholarship in CEhp via publication opportunities in journals, newsletters, and other outlets. • Engage in CEhp social media forums and discussions.
		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Lead volunteer groups in professional and/or regulatory organizations in CEhp. • Develop local, regional, and/or national meetings of CEhp professionals in which best practices can be shared. • Engage in the review and publication of best practices, scholarship and research in CEhp via journals, newsletters, and other outlets. • Lead CEhp social media forums and discussions.

Competency Area 8: Engaging in Systems Thinking in CEhp

Approach the practice of CEhp from a system-thinking perspective, recognizing that a team of healthcare professionals that are part of a complex healthcare system delivers patient care.

Competency Statement

Competency 8.1

Integrate into the design and assessment of educational activities/interventions a systems-based approach to identifying and closing gaps in healthcare by...

- A. **Evaluating** quality and performance gaps for systems-based issues (e.g., structures and processes) that can be addressed within CEhp activities/interventions.
- B. **Addressing** systems-based issues that are barriers to change and the implementation of new knowledge and skill.
- C. **Assessing** improvements in team performance.
- D. **Developing** CEhp content that supports collaborative practice within the inter-professional healthcare team.

Competency Area 8: Engaging in Systems Thinking in CEhp

Approach the practice of CEhp from a system-thinking perspective, recognizing that a team of healthcare professionals that are part of a complex healthcare system delivers patient care.

	Competency Statement	Behaviors Demonstrated
Competency 8.1	<p>Integrate into the design and assessment of educational activities/interventions a systems-based approach to identifying and closing gaps in healthcare by...</p> <p>A. Evaluating quality and performance gaps for systems-based issues (e.g., structures and processes) that can be addressed within CEhp activities/interventions</p> <p>B. Addressing systems-based issues that are barriers to change and implementation of new knowledge and skill</p> <p>C. Assessing improvements in team performance.</p> <p>D. Developing CEhp content that supports collaborative practice within the inter-professional healthcare team</p>	<p>LEVEL 1: NOVICE/ADVANCED BEGINNER</p> <p><i>The Novice/Advanced Beginner CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Describe the concept of systems-thinking and its implication for CEhp activities/interventions. • Identify the stakeholders involved in creating or influences the system of practice. • Identify resources related to systems-thinking that can be used in CEhp activities/interventions. • Describe common barriers to and supports for improvements in the healthcare team's performance. • Discuss the value of collaboration within the healthcare team.
		<p>LEVEL 2: COMPETENT/PROFICIENT</p> <p><i>The Competent/Proficient CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Examine how systems-based issues can impact healthcare team performance and patient care. • Use systems thinking models and frameworks in the planning of CEhp activities/interventions. • Implement CEhp activities/interventions that help learners address and/or overcome barriers to change and the implementation of new knowledge/skill. • Implement assessment methods that can capture improvements in team performance. • Identify resources and strategies to support collaborative practice of the Interprofessional healthcare team.
		<p>LEVEL 3: EXPERT</p> <p><i>The Expert CEhp Practitioner has the ability to...</i></p> <ul style="list-style-type: none"> • Analyze quality and performance gaps for systems-based issues (e.g., structures and processes) that can be addressed with CEhp activities/interventions. • Create partnerships and collaborations that can facilitate a systems-based approach to CEhp activities/interventions and program. • Integrate the team (individuals, departments, organizations, systems) needed to deliver optimal patient care into CEhp activities/interventions. • Design CEhp activities/interventions that address support for and barriers to change and the implementation of new knowledge. • Design evaluation and assessment plans for CEhp activities/interventions that can capture improvements in team performance. • Integrate content and resources to support collaborative practice of the Interprofessional healthcare team into CEhp activities/interventions.