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.

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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**	**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' 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.	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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. **LEVEL 2: COMPETENT/PROFICIENT** ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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 *and* inter-professional education/interventions. **LEVEL 3: EXPERT** ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**Apply** organizational learning principles in CEhp activity 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 institution based on best practices and emerging research.	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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.
		LEVEL 2: COMPETENT/PROFICIENT ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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.
		LEVEL 3: EXPERT ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**Implement** CEhp activities/ interventions to close healthcare professionals' practice gaps and address 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 CE 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.	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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. **LEVEL 2: COMPETENT/PROFICIENT** ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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**		**LEVEL 3: EXPERT** ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**Develop** CEhp activities/ interventions with content that is valid, independent from the influence from commercial interests, balanced, and evidence-based by… A. **Implementing** appropriate process(es) to help ensure CEhp content is valid, independent from the influence 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 (e.g., commercial bias), independence, or validity of a CEhp activity's content.	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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.).
		LEVEL 2: COMPETENT/PROFICIENT ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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.
		LEVEL 3: EXPERT ***The Expert CEhp Practitioner has the ability to…*** • ***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**	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.	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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. **LEVEL 2: COMPETENT/PROFICIENT** ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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**		**LEVEL 3: EXPERT** ***The Expert CEhp Practitioner has the ability to…*** • ***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**	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 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.	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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. **LEVEL 2: COMPETENT/PROFICIENT** ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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. **LEVEL 3: EXPERT** ***The Expert CEhp Practitioner has the ability to…*** • ***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	**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.	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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. **LEVEL 2: COMPETENT/PROFICIENT** ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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		**LEVEL 3: EXPERT** ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**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.	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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. **LEVEL 2: COMPETENT/PROFICIENT** ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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**		**LEVEL 3: EXPERT** ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**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/interventions. E. **Utilizing** current and appropriate databases, software, and other technologies in the execution of CEhp activities/interventions and the CEhp program.	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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. **LEVEL 2: COMPETENT/PROFICIENT** ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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**		**LEVEL 3: EXPERT** ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**Execute** CEhp activities and the 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 a 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/interventions and the administration of the CEhp program to demonstrate compliance with applicable accreditation and/or regulatory policies and requirements.	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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. **LEVEL 2: COMPETENT/PROFICIENT** ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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**		**LEVEL 3: EXPERT** ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**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 CEhp program.	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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. **LEVEL 2: COMPETENT/PROFICIENT** ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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**		**LEVEL 3: EXPERT** ***The Expert CEhp Practitioner has the ability to…*** • ***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	
Provide Leadership for the CEhp Program	
	Competency Statement
Competency 6.1	**Conduct** all affairs with high standards of professionalism and ethics by… 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	**Model and inspire** a vision of present value and future direction for CEhp – externally and internally by… 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	**Develop** and model a learning organization by… 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	**Advocate** for the CEhp program, its mission, activities, staff and volunteers by… 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**	**Conduct** all affairs with high standards of professionalism and ethics by… 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	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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
		LEVEL 2: COMPETENT/PROFICIENT ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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
		LEVEL 3: EXPERT ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**Model and inspire** a vision of present value and future direction for CEhp – externally and internally by… 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.	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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.
		LEVEL 2: COMPETENT/PROFICIENT ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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.
		LEVEL 3: EXPERT ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**Develop** and model a learning organization by… A. **Creating** mechanisms and practices that involve staff 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	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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. **LEVEL 2: COMPETENT/PROFICIENT** ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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**		**LEVEL 3:EXPERT** ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**Advocate** for the CEhp program, its mission, activities, staff and volunteers by… A. **Recognizing** the success 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	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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. **LEVEL 2: COMPETENT/PROFICIENT** ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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**		**LEVEL 3: EXPERT** ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**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	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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. **LEVEL 2: COMPETENT/PROFICIENT** ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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. **LEVEL 3: EXPERT** ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**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	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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. **LEVEL 2: COMPETENT/PROFICIENT** ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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. **LEVEL 3: EXPERT** ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**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	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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.
		LEVEL 2: COMPETENT/PROFICIENT ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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.
		LEVEL 3: EXPERT ***The Expert CEhp Practitioner has the ability to…*** • ***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**	**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 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	**LEVEL 1: NOVICE/ADVANCED BEGINNER** ***The Novice/Advanced Beginner CEhp Practitioner has the ability to…*** • ***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.
		LEVEL 2: COMPETENT/PROFICIENT ***The Competent/Proficient CEhp Practitioner has the ability to…*** • ***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.
		LEVEL 3: EXPERT ***The Expert CEhp Practitioner has the ability to…*** • ***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.