

CHES (CERTIFIED HEALTH EDUCATION SPECIALIST) PRACTICE (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Which aspect of cultural competence should be considered in health education planning?**
 - A. Standardized health messages for all
 - B. Local traditions and beliefs of the community
 - C. Government health guidelines
 - D. Personal biases of the educators
- 2. What advanced degree is focused specifically on public health?**
 - A. Masters of Arts
 - B. Masters of Science in Public Health
 - C. Doctor of Philosophy
 - D. Masters of Public Health
- 3. Which objectives focus on the behavior that the priority population will become aware of?**
 - A. Behavioral Objectives
 - B. Awareness Objectives
 - C. Outcome Objectives
 - D. SMART Objectives
- 4. Which of the following is NOT considered an advanced degree in the field of health education?**
 - A. Masters of Education
 - B. Masters of Public Health
 - C. Masters of Arts
 - D. Bachelor of Science
- 5. What does specificity measure in diagnostic tests?**
 - A. The test's accuracy for identifying those with a disease.
 - B. The test's ability to identify non diseased individuals.
 - C. The appropriateness for various educational levels.
 - D. The frequency of disease occurrence over time.

- 6. What is the final step in the PRECEED-PROCEED model?**
- A. Impact evaluation
 - B. Process evaluation
 - C. Outcome evaluation
 - D. Implementation
- 7. What is an important aspect of managing organizational change?**
- A. Fostering a culture that supports adaptability and growth
 - B. Minimizing feedback from employees
 - C. Strictly adhering to past practices
 - D. Creating a rigid response to challenges
- 8. Which term describes the implementation of a program by limiting the number of participants at any given time?**
- A. Pilot testing
 - B. Phased In
 - C. Cluster sampling
 - D. Random assignment
- 9. Media advocacy aims to change which of the following?**
- A. Public perception of health issues
 - B. Health education curriculum
 - C. Personal health behaviors
 - D. Medical treatment plans
- 10. Which stage of the Transtheoretical Model indicates that an individual has maintained behavior change for at least six months?**
- A. Action
 - B. Preparation
 - C. Maintenance
 - D. Contemplation

Answers

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1. B
2. D
3. B
4. D
5. B
6. C
7. A
8. B
9. A
10. C

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Explanations

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1. Which aspect of cultural competence should be considered in health education planning?

- A. Standardized health messages for all
- B. Local traditions and beliefs of the community**
- C. Government health guidelines
- D. Personal biases of the educators

In health education planning, considering the local traditions and beliefs of the community is crucial for fostering cultural competence. This approach ensures that health interventions are relevant, respectful, and effective for the specific population being targeted. By understanding and integrating the cultural contexts, values, practices, and norms of the community, health educators can tailor messages and strategies that resonate with the audience, thereby enhancing engagement and improving health outcomes. For instance, health messages that align with community values are more likely to be accepted and acted upon, as they acknowledge the unique experiences and perspectives of diverse groups. This aspect of cultural competence also promotes a sense of trust and collaboration between health educators and the community, facilitating better communication and support for health initiatives. While standardized health messages might seem appealing for simplicity, they often overlook the nuances of diverse populations. Government health guidelines, although important for providing a framework, may not always reflect the specific needs or cultural contexts of local communities. Personal biases of educators can lead to misunderstandings or misrepresentations of the community's culture, which could hinder effective education and intervention efforts. Therefore, prioritizing local traditions and beliefs is essential for effective health education planning.

2. What advanced degree is focused specifically on public health?

- A. Masters of Arts
- B. Masters of Science in Public Health
- C. Doctor of Philosophy
- D. Masters of Public Health**

The Masters of Public Health (MPH) is specifically designed to provide a comprehensive education in various aspects of public health. This degree typically focuses on core areas such as epidemiology, biostatistics, health policy, environmental health, and social and behavioral sciences. The curriculum is tailored to equip students with the skills needed to address public health challenges, implement health promotion programs, and inform policy decisions that affect health outcomes on a community or global scale. This specialization distinguishes the MPH from other advanced degrees, such as a Masters of Arts or Masters of Science, which may not necessarily focus exclusively on public health topics. Even though a Doctor of Philosophy can involve public health research, it is often broader and can encompass various fields, including but not limited to public health. Therefore, the Masters of Public Health effectively prepares graduates for careers in health education, health administration, epidemiology, and other related fields within the public health sector.

3. Which objectives focus on the behavior that the priority population will become aware of?

- A. Behavioral Objectives
- B. Awareness Objectives**
- C. Outcome Objectives
- D. SMART Objectives

The correct answer is B, as awareness objectives specifically aim to enhance the knowledge and understanding of the target population regarding specific issues, behaviors, or skills. These objectives are focused on raising consciousness about a particular health topic or behavior, providing the foundational information needed for individuals to engage with or change their behaviors effectively. Awareness objectives are essential in public health and education initiatives as they set the stage for further behavioral change. They often encourage individuals to recognize the importance of health issues, consider the need for action, and equip them with the necessary information to make informed decisions about their health. Other choices refer to different aspects of educational and health strategies. Behavioral objectives concentrate on the expected changes in behavior resulting from educational interventions, while outcome objectives measure the broader impacts or changes in health status and conditions of the community. SMART objectives are goal-setting criteria that ensure objectives are Specific, Measurable, Achievable, Relevant, and Time-bound, rather than directly focusing on raising awareness.

4. Which of the following is NOT considered an advanced degree in the field of health education?

- A. Masters of Education
- B. Masters of Public Health
- C. Masters of Arts
- D. Bachelor of Science**

In the context of health education, advanced degrees typically refer to postgraduate qualifications that enhance a professional's expertise and skills in the field. A Bachelor of Science represents an undergraduate degree, which is generally the foundational level of education before pursuing more advanced studies. On the other hand, the Masters of Education, Masters of Public Health, and Masters of Arts are all graduate programs that require prior completion of a bachelor's degree and are designed to provide deeper knowledge and specialized skills in health education, public health initiatives, or related disciplines. These degrees contribute to advanced practice and often equip individuals for leadership, research, or higher-level practitioner roles within the field. Thus, the Bachelor of Science is not classified as an advanced degree, as it is the first step in higher education, making it the correct choice for this question.

5. What does specificity measure in diagnostic tests?

- A. The test's accuracy for identifying those with a disease.
- B. The test's ability to identify non diseased individuals.**
- C. The appropriateness for various educational levels.
- D. The frequency of disease occurrence over time.

Specificity in diagnostic tests is a measure of the test's ability to correctly identify individuals who do not have a particular disease or condition. This means that a test with high specificity will yield a low rate of false positives, effectively distinguishing between those who have the disease and those who do not. When a test is highly specific, it provides reassurance that a negative result indicates the absence of the disease. In contrast, accuracy in identifying those with a disease relates to sensitivity, which measures how effectively a test identifies true positives. Options concerning appropriateness for educational levels or frequency of disease occurrence pertain to other aspects of health education and epidemiology rather than the specific role of specificity in diagnostic testing.

6. What is the final step in the PRECEED-PROCEED model?

- A. Impact evaluation
- B. Process evaluation
- C. Outcome evaluation**
- D. Implementation

The final step in the PRECEED-PROCEED model is outcome evaluation. This step focuses on assessing the long-term effects and changes resulting from the health intervention or program that has been implemented. It involves measuring the extent to which the program's goals and specific objectives have been achieved. This evaluation looks at both the immediate effects and the more sustained outcomes on the target population, including changes in behavior, health status, and overall quality of life. Outcome evaluation is crucial as it determines the overall effectiveness of the health education or promotion program, informing stakeholders about the impact and providing insights that can guide future interventions. It ensures that the efforts made throughout the planning and implementation phases are justified and offers a basis for improving or adapting the program as needed. In contrast, impact evaluation examines the direct effects of the program in the short term, while process evaluation focuses on the implementation aspects, such as fidelity to the program and participant engagement. Implementation itself is a step involved in executing the program but does not assess outcomes. Thus, outcome evaluation serves as the culmination of the entire PRECEED-PROCEED framework, confirming whether the intended results have been realized.

7. What is an important aspect of managing organizational change?

A. Fostering a culture that supports adaptability and growth

B. Minimizing feedback from employees

C. Strictly adhering to past practices

D. Creating a rigid response to challenges

Fostering a culture that supports adaptability and growth is a fundamental aspect of managing organizational change. Organizations operate in dynamic environments where change is inevitable due to evolving market demands, technological advancements, and changing consumer preferences. By cultivating a culture that embraces adaptability, organizations empower their employees to be flexible and open to new ideas, which can facilitate smoother transitions during periods of change. Such a culture encourages collaboration, innovation, and proactive problem-solving, as employees feel safe to express their thoughts and contribute to the change process. This support for adaptability also helps reduce resistance to change, as employees are more likely to understand the benefits and necessity of change when they feel included and valued. In contrast, alternatives that involve minimizing feedback, adhering strictly to past practices, or creating rigid responses can stifle progress and inhibit the organization's ability to effectively manage change. These approaches may lead to a lack of engagement among employees, missed opportunities for improvement, and ultimately, a failure to adapt in an ever-changing landscape.

8. Which term describes the implementation of a program by limiting the number of participants at any given time?

A. Pilot testing

B. Phased In

C. Cluster sampling

D. Random assignment

The concept of implementing a program by limiting the number of participants at any given time is best captured by the term "phased in." This approach involves introducing a program gradually, usually by starting with a small group of participants before expanding to larger groups. By doing this, the program can be monitored for effectiveness, making it easier to address any issues that arise in the early stages. This phased implementation allows program developers to make necessary adjustments and improvements based on initial feedback and outcomes, ultimately enhancing the program's success before a full rollout. In contrast, pilot testing refers to conducting a small-scale trial of the program before full implementation, but it does not necessarily focus on limiting participants over time. Cluster sampling is a statistical method used to group participants for research purposes rather than an implementation strategy. Random assignment is a technique used in experimental research to assign participants to different groups randomly, ensuring that each participant has an equal chance of being placed in any group, which is unrelated to the timed limitation of participation in program implementation.

9. Media advocacy aims to change which of the following?

A. Public perception of health issues

B. Health education curriculum

C. Personal health behaviors

D. Medical treatment plans

Media advocacy primarily focuses on changing public perception of health issues, which is crucial in shaping community attitudes and influencing policy decisions. This approach uses various media outlets to craft messages that highlight social determinants of health, communicate the importance of public health issues, and mobilize community support. By altering how the public perceives specific health topics, media advocacy can lead to increased awareness, drive public discourse, and ultimately influence decision-makers in implementing health policies that promote better health outcomes. The other options do not align with the primary goals of media advocacy. While health education curriculum and personal health behaviors can be informed by public perception changes, they are not the direct focus of media advocacy. Similarly, medical treatment plans pertain more to clinical practice and individual healthcare decisions rather than the broad public health messaging that media advocacy seeks to impact.

10. Which stage of the Transtheoretical Model indicates that an individual has maintained behavior change for at least six months?

A. Action

B. Preparation

C. Maintenance

D. Contemplation

The correct choice is the Maintenance stage of the Transtheoretical Model, which signifies that an individual has successfully sustained a behavior change for a minimum of six months. This stage is crucial because it focuses on the individual's ability to maintain their new behavior over time, thereby preventing relapse to previous unhealthy habits. During Maintenance, individuals have not only adapted their behavior but have also integrated it into their lifestyle, reinforcing their commitment and developing strategies to uphold the change. In contrast, the Action stage represents the phase where individuals are actively modifying their behavior and making significant efforts to change, but this is typically within the first six months of their effort. Preparation involves planning for change and may involve less active efforts toward the new behavior. Contemplation is the stage where individuals are considering making a change but have not yet committed to taking action. Thus, the distinct characteristic of the Maintenance stage lies in the long-term consistency in behavior change.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://ches.examzify.com>

We wish you the very best on your exam journey. You've got this!

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