

**CHW COMMITTEE ON CURRICULUM, TRAINING AND CERTIFICATION  
MINUTES OF THE MEETING OF FEBRUARY 6, 2020  
CONFERENCE CALL**

**Present:** Brita Bergland, Virginia Health Catalyst; Pam Blankenship, VDH Dental Health; Stephanie Carrington, VACHW Association and Richmond City Health Department (RCHD); Abby Charles, IPHI; Joan Corder-Mabe, VCU Sickle Cell Program; Mary Jo Mather, VA Certification Board; Mary McQuown, DBHDS; Shanteny Jackson, VACHW Association and RCHD; Valerie McAllister, VDH; Christopher Nye, IPHI; Polly Raible, Virginia Hospital and Healthcare Association; Sherell Thompson; Stephanie Toney, RCHD; Crystal Wells; Amanda Young, IALR; Richard Zucker, Aetna

The meeting began at approximately 3:00 p.m.

Meeting Expectations

Agenda items – 1) Complete review of Curriculum Framework Assessment document and accompanying forms – practicum experience form, and faculty experience form.

Questions related to Practicum

The issue of qualifications for CHW practicum supervision was raised. Specifically, what should the background of the supervisor be? Recommendations included supervisors be certified CHWs or a non-certified CHW with experience. It was noted that there were not enough certified CHWs across the state to make that a requirement of the supervisor. Mary Jo Mather commented that practicum supervision is typically the choice of the organization providing the practicum experience. Other participants suggested that the qualifications for supervision not be drawn narrowly so that there is difficulty finding practicum sites. Mary Jo Mather also suggested that experience will help to determine whether there are trends that develop that need to be addressed regarding the practicum experience of CHWs. Based on experiences and any trends that develop, the Committee can recommend changes to persons providing practicum supervision.

Faculty Experience Form

Joan Corder-Mabe commented that any instructor, not just the lead instructor, involved in core competency education and training of CHWs be required to submit the faculty experience form. There was consensus agreement that the background and information of each instructor be submitted by the training entity.

Online Education

The issue of online, self-directed education was brought up for discussion. Many areas of the commonwealth are geographically isolated where access to classroom instruction would be limited. This would create barriers to accessing educational programming. If online education is an option then several factors need to be considered. First, what proportion of online training as a part of the overall education and training should there be? If there is online training, should there be a pre and post-test to assess the student's knowledge of the content? Previously, the Committee had recommended online training that would have a facilitator that the student

could interact with online; however, the discussion centered on whether 100% self-directed online training will be accepted for accreditation. Mary McQuown from the Department of Behavioral Health shared that the peer specialist training for Virginia recommended online learning as “homework” to complement required face-to face learning. Some states have online, self-directed material leading to CHW certification. After much discussion, the matter was deferred to the next Committee meeting to be scheduled either the 19<sup>th</sup> or 20<sup>th</sup> of February. The suggestion was made to allow the CHW Association members to discuss this topic at their meeting on February 18<sup>th</sup> and bring their findings back to the discussion with the T&C Committee. Included in future discussion is Continuing Education and whether CEUs should have to go through an approval process similar to the core competency curriculum.

A key part of the discussion was a reminder that this process will be ongoing. There will be opportunities to review what is working and not working beyond the implementation of accreditation and CHW certification. What is decided in these meetings will be implemented, and there will be opportunities to consistently review and make changes to the process with feedback and data from VCB.

#### Curriculum Application Form

Joan Corder-Mabe recommended editing the application form so that the session content was consistently structured as objectives. There were additional questions regarding the session content. It was decided that participants review the curriculum approval form and send any edits to Christopher Nye who would incorporate them into a revised version of the form and provide prior to the next meeting. Comments are due at the close of business on Friday, February 14, 2020.

As next steps, the committee will review the form, as well as come prepared to discuss the required hours for each training domain area at the next meeting.

Chris Nye will disseminate a Doodle Poll to identify the next meeting date.

#### **Key Action Items:**

Review Curriculum approval form and send feedback by Feb 14<sup>th</sup>.

Review training/curriculum domains and consider minimum training hours for each domain.

The CHW Association will discuss whether online, self-directed learning will be accepted for training accreditation/certification and if yes, whether there is a percentage of training that will be allowed to be online and self-directed. They will present discussion findings at the next T&C meeting.

The CHW Association will discuss whether continuing education will need to be accredited.

The meeting was adjourned at approximately 4:00 p.m.

**VIRGINIA COMMUNITY HEALTH WORKER CURRICULUM APPROVAL APPLICATION  
COVER PAGE**

Curriculum Submitted by: (Name)	
Organization Name:	
Contact Email:	
Contact Direct Phone:	
Date(s) of Education Program	
Location of Education Program	
Website (if applicable)	

Estimated Number of Learners: \_\_\_\_\_ Program is open to public   
 Program is restricted to organization employees

**PLEASE COMPLETE THIS CURRICULUM REVIEW APPLICATION IN ITS ENTIRETY. THE APPLICATION MUST BE ACCOMPANIED BY THE FACULTY/INSTRUCTOR EXPERIENCE FORM. THE CHW CURRICULUM FRAMEWORK ASSESSMENT FORM WILL BE USED BY THE VIRGINIA CERTIFICATION BOARD TO ASSESS THE APPLICATION. USE THE FRAMEWORK ASSESSMENT AS A REFERENCE TO ASSIST YOU IN COMPLETING THIS APPLICATION.**

Indicate the Domain Areas to be offered below indicating hours assigned to each topic under the appropriate domain. Education and Training offerors may submit for one, multiple or the entire core competency domains. Within the appropriate Domains addressed by the submitted Curriculum, indicate the time in hours in .5 or half hour increments (where 3 and one-half hours = 3.5).

- Where indicated, list citations used in developing the curriculum or presented to the learner.
- Be specific in listing learning objectives that address each domain topic including but not limited to its content items
- Be specific in describing how learning activities will be inclusive of adult learning methodologies who may require varied learning approaches
- Describe processes and tools used to assess learner’s understanding of the curriculum

Domain 1: Community Health Concepts and Approaches		
Session Topic	Session Content	Time in Hrs.
Wellness and prevention concepts.	<ul style="list-style-type: none"> <li>Define wellness compare/contrast models and definitions</li> <li>Define prevention</li> </ul>	
Public Health concepts.	<ul style="list-style-type: none"> <li>Define public health and elements and concepts that shape it (i.e. communicable disease; environment – clean water and air, etc.; disease prevention through water fluoridation and immunizations)</li> </ul>	
Impact of social influencers on health.	<ul style="list-style-type: none"> <li>Define and identify social influencers on health including but not limited to race, health equity, language, place, socioeconomic status, housing, etc.</li> </ul>	
Population Health concepts.	<ul style="list-style-type: none"> <li>Define population health</li> </ul>	
Introduction and importance of health education, health literacy.	<ul style="list-style-type: none"> <li>Describe health literacy and its impact on health</li> </ul>	
Importance of multi-disciplinary teams, concepts of health care teams and the role of CHWs in teams.	<ul style="list-style-type: none"> <li>Discuss how teams may be shaped including focus areas, funder/grantor requirements, etc.</li> </ul>	
<b>Total Hours of Instruction for Domain:</b>		
<b>Title of Course or Module:</b>		
Course Delivery: <input type="checkbox"/> Classroom <input type="checkbox"/> Online with Facilitator		
Please provide source citations and references used in development of and presentation of the curriculum used for this domain:		
List the specific learning objectives for each topic including references to the topic's session content:		
Describe the specific activities, including adult learning methodologies that will be used to successfully engage learners who may/will require a diversity of learning styles:		
Describe processes and/or tools used to evaluate learners' understanding of the curriculum:		
<b>Materials Submitted for Course or Module:</b>		
Document Title	File Name	Page Number (if applicable)

Domain 2: Service Coordination and System Navigation		
Session Topic	Session Content	Time in Hrs.
Wellness and prevention concepts.	<ul style="list-style-type: none"> <li>Describe a summary of the US health and human service delivery system(s) including hospitals, community-based sites, safety-net delivery sites (including behavioral and oral health)</li> </ul>	
Clinical and non-clinical community linkages.	<ul style="list-style-type: none"> <li>Identify the role and importance of both clinical and non-clinical community linkages</li> </ul>	
Define care coordination and its elements for successful care coordination.	<ul style="list-style-type: none"> <li>Define health literacy and its impact on achieving positive community member outcomes</li> </ul>	
Making/coordinating effective referrals.	<ul style="list-style-type: none"> <li>Define care coordination, its elements and effective processes for making linkages/referrals between/among programs and community member(s)</li> </ul>	
Knowledge of community resources and bi-directional referrals.		
<b>Total Hours of Instruction for Domain:</b>		
<b>Title of Course or Module:</b>		
Course Delivery: <input type="checkbox"/> Classroom <input type="checkbox"/> Online with Facilitator		
Please provide source citations and references used in development of and presentation of the curriculum used for this domain:		
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Domain 3: Health Promotion and Prevention		
Session Topic	Session Content	Time in Hrs.
Concepts of person-centered care.	<ul style="list-style-type: none"> <li>Define person-centered care; its application in communicating with community members and service delivery approaches and its role in one's overall health (physical, behavioral, oral)</li> </ul>	
Supporting client self-management.	<ul style="list-style-type: none"> <li>Define client-role within community service delivery</li> <li>Understand what client self-management is and the role it plays in setting overall health goals for the client/community member</li> </ul>	
Knowledge of Culturally and Linguistically Appropriate Services (CLAS) Standards.	<ul style="list-style-type: none"> <li>Define and describe Culturally and Linguistically Appropriate Services (CLAS) Standards</li> </ul>	
Oral Health	<ul style="list-style-type: none"> <li>Discuss the importance of oral health and its impact on systemic health across the lifespan. Prevention and care strategies for all populations</li> </ul>	
Behavioral Health	<ul style="list-style-type: none"> <li>Discuss behavioral health, including substance misuse and abuse and its impact on health and achieving health goals and impact of stigma as it relates to access to behavioral health services</li> </ul>	
Chronic healthcare conditions	<ul style="list-style-type: none"> <li>Discuss the impact of chronic healthcare conditions on community members and the healthcare system</li> <li>Define and understand co-occurring conditions</li> <li>Identify signs and symptoms of intimate partner violence</li> </ul>	
Theory of Change	<ul style="list-style-type: none"> <li>Describe change theory models including the health belief model in understanding the role of CHWs</li> </ul>	
<b>Total Hours of Instruction for Domain:</b>		
<b>Title of Course or Module:</b>		
Course Delivery: <input type="checkbox"/> Classroom <input type="checkbox"/> Online with Facilitator		
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Domain 4: Advocacy, Outreach, and Engagement		
Session Topic	Session Content	Time in Hrs.
Knowledge of the basic principles of community engagement, both on an individual and community level.	<ul style="list-style-type: none"> <li>Identify the principles, foundations of, and processes for achieving advocacy, outreach and engagement at the individual and community levels.</li> </ul>	
Empowerment and understanding of issues that impact communities, populations, and individuals.	<ul style="list-style-type: none"> <li>Discuss how policies impact communities including examples</li> </ul>	
Advocating for client/community member.	<ul style="list-style-type: none"> <li>Describe community member rights and grievance processes</li> </ul>	
Concepts of effective facilitation, networking and marketing (including social media).	<p>What are we getting at here?</p> <ul style="list-style-type: none"> <li>Discuss the concepts of effective facilitation and networking in community groups.</li> <li>Explore the use of social media in client engagement in health care.</li> </ul>	
<b>Total Hours of Instruction for Domain:</b>		
<b>Title of Course or Module:</b>		
Course Delivery: <input type="checkbox"/> Classroom <input type="checkbox"/> Online with Facilitator		
Please provide source citations and references used in development of and presentation of the curriculum used for this domain:		
List the specific learning objectives for each topic including references to the topic's session content:		
Describe the specific activities, including adult learning methodologies that will be used to successfully engage learners who may/will require a diversity of learning styles:		
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**Commented [CN1]:** A link to explain this better? - <https://www.nationalservice.gov/sites/default/files/resource/facilitation.pdf>

Pam Blankenship - I think it is clear- High level knowledge of social media as a way to reach clients/educate/network, etc.  
Also to assist clients with their own electronic health records, appointment reminders etc.

Domain 5: Communication		
Session Topic	Session Content	Time in Hrs.
Effective verbal and non-verbal communication.	<ul style="list-style-type: none"> <li>Explore methods and techniques of communication</li> </ul>	
Culturally appropriate communication.	<ul style="list-style-type: none"> <li>Explore communication concepts including but not limited to: active listening, motivational interviewing, conflict resolution, and supportive body language</li> </ul>	
Communication to a diverse audience (including but not limited to race, ethnicity, sexual orientation; etc.).	<ul style="list-style-type: none"> <li>Explore concepts and techniques of conflict and conflict resolution including but not limited to: inherent bias, negotiating and bargaining</li> </ul>	
Motivational interviewing.	<ul style="list-style-type: none"> <li>Describe motivational interviewing its goals and techniques for conducting interviews</li> </ul>	
Conflict resolution with internal and external partners and team members.	<ul style="list-style-type: none"> <li>Describe the techniques of conflict resolution</li> </ul>	
<b>Total Hours of Instruction for Domain:</b>		
<b>Title of Course or Module:</b>		
Course Delivery: <input type="checkbox"/> Classroom <input type="checkbox"/> Online with Facilitator		
Please provide source citations and references used in development of and presentation of the curriculum used for this domain:		
List the specific learning objectives for each topic including references to the topic's session content:		
Describe the specific activities, including adult learning methodologies that will be used to successfully engage learners who may/will require a diversity of learning styles:		
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Domain 6: Cultural Humility and Responsiveness		
Session Topic	Session Content	Time in Hrs.
Understanding forms of bias including implicit bias	<ul style="list-style-type: none"> <li>Define the broad nature of "culture "and its relationship to the development of bias</li> <li>Review the concept of implicit bias and how it impacts client-provider care</li> </ul>	
Understanding health equity and social determinants that impact communities.	<ul style="list-style-type: none"> <li>Define implied bias and its role in shaping barriers to providing care</li> </ul>	
Diversity and its role in a client's community member's health	<ul style="list-style-type: none"> <li>Trace the history and impact of prejudice and discrimination that influence the nature of the relationship between communities and service providers (structural racism)</li> </ul>	
Trauma-informed care	<ul style="list-style-type: none"> <li>Define trauma informed care and its elements/principles</li> </ul>	
<b>Total Hours of Instruction for Domain:</b>		
<b>Title of Course or Module:</b>		
Course Delivery: <input type="checkbox"/> Classroom <input type="checkbox"/> Online with Facilitator		
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Domain 7: Ethical Responsibilities and Professionalism		
Session Topic	Session Content	Time in Hrs.
Understanding of boundaries including self-care.	<ul style="list-style-type: none"> <li>Define ethic principle and examples of its application</li> <li>Identify boundaries and situations where boundary setting may be needed</li> <li>Identify and discuss internal and external resources for stress reduction and management</li> <li>Describe the process of how the CHW establishes an effective relationship with clients including the developing of trust.</li> </ul>	
HIPAA, client confidentiality and other applicable laws including those impacting persons with disabilities.	<ul style="list-style-type: none"> <li>Define health protected information and the laws regulating it across health care sectors</li> </ul>	
Mandatory reporting.	<ul style="list-style-type: none"> <li>Identify that observations/information that require reporting</li> </ul>	
Personal and community safety.	<ul style="list-style-type: none"> <li>Identify strategies for de-escalating anger</li> <li>Identify safety concerns for conducting health outreach</li> </ul>	
Professional development.	<ul style="list-style-type: none"> <li>Discuss the he values and importance of continuing education and professional identity</li> </ul>	
Working as a member of a multidisciplinary team	<ul style="list-style-type: none"> <li>Describe the role of a CHW</li> <li>Describe the roles and responsibilities of a multidisciplinary team including how the CHW becomes part of the team</li> <li>Identify the potential tensions regarding clinical role team-members and history of hierarchical roles</li> </ul>	
Role of professional associations in the promotion of professionalism within health and human service disciplines	<ul style="list-style-type: none"> <li>Identify the various professional health organizations</li> <li>Discuss the importance of the awareness and participation in professional organizations</li> </ul>	
<b>Total Hours of Instruction for Domain:</b>		
<b>Title of Course or Module:</b>		
Course Delivery: <input type="checkbox"/> Classroom <input type="checkbox"/> Online with Facilitator		
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**PRACTICUM**

Practicum Agency:	
Practicum Supervisor:	
Practicum Supervisor Phone:	
Practicum Supervisor Email:	
Practicum Location:	

<b>Practicum Description:</b>

<b>Method for Assessing Student Practicum Experience:</b>

**COMMUNITY HEALTH WORKER CORE COMPETENCY FACULTY EXPERIENCE FORM**  
 This form is to be completed by all faculty that may be involved in delivering educational content.

Print Name	LN:	FN:	MI:
Phone 1:	Phone 2:	Email:	

Please describe past teaching assignments including course titles and levels taught (secondary, post-secondary, technical, etc.)


Please describe work-related experience and how this experience is related to the proposed curriculum to be presented to learners.


Describe how you have used various teaching methodologies and adult learning modalities in past instruction


Please list two references, their affiliation, and their phone or email contact information

Name	Affiliation	Contact

Name	Affiliation	Contact
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Virginia Community Health Worker Workforce Development Council, Committee on Curriculum, Training and Certification

**Community Health Worker Curriculum Assessment Framework**

This assessment is designed to assist the Virginia Certification Board in reviewing curriculum submitted to be approved leading to learners achieving certification as a Community Health Worker in Virginia (if they so desire). The CHW Committee on Curriculum, Training, and Certification intends that the assessment also be a tool in facilitating a creative and collaborative process leading to the development and delivery of model course content to be used by education and training offerors submitting curriculum for approval.

**Instructor Background(s) and CHW Experience Requirement**

(If Instructor does not meet CHW requirement there must be a co-instructor that meets requirement)

IS INSTRUCTOR/CO-INSTRUCTOR:	YES	NOT CLEAR	NO
1. Faculty/instructor experience form is attached to submission? (if NO, decision approving curriculum cannot be made)			
2. Instructor(s) curriculum vitae/bio gives impression of skill set necessary to effectively deliver course content.			
3. Instructor has experience teaching.			

**Alignment with CHW Core Competency Standards**

THE EXTENT THAT THE CURRICULUM:	IS CLEAR	IS SOMEWHAT CLEAR	IS NOT CLEAR
1. Details the Domain Area's session topics and session content consistent with the adopted Core Competency guidelines.			
2. Learning objectives are clear and are aligned with Topic and Content elements.			
3. Instructor(s) curriculum vitae/bio aligns with core competencies to be taught.			
4. Instructor or lead instructor has experience teaching submitted curriculum.			
5. Documents curriculum content sources/citations.			

**Diversity and Inclusiveness**

THE EXTENT THAT THE COURSE:	IS CLEAR	IS SOMEWHAT CLEAR	IS NOT CLEAR
1. Incorporates varied instruction methods that allow students to demonstrate ability to meet learning outcomes (Adult learning methodologies).			
2. Indicates methods of instruction that facilitate collaboration of students and instructor(s) to create an inclusive community of learners.			
3. Addresses how diversity of backgrounds and cultures impacts application of course content.			

### Instructional Principles

THE EXTENT THAT THE COURSE:	IS CLEAR	IS SOMEWHAT CLEAR	IS NOT CLEAR
1. Considers varied ideas or theories relevant to the course content.			
2. Aligns instructional methods, learning methods, and assessment.			
3. Provides students with opportunities to reflect upon and articulate what they have learned.			
4. Develops student understanding of their professional interests, skills and values.			

Reference: <http://www.reading.ac.uk/internal/curriculum-framework/EngageinCurriculumReview/ecr-how-to-carry-out-a-curriculum-review.aspx>

## DOMAIN MINIMUM HOUR PROPOSAL

Domain 1: Community Health Concepts and Approaches – 12 hrs.

Domain 2: Service Coordination and System Navigation – 10 hrs.

Domain 3: Health Promotion and Prevention – 6 hrs.

Domain 4: Advocacy, Outreach and Engagement – 8 hrs.

Domain 5: Communication – 10 hrs.

Domain 6: Cultural Humility and Responsiveness – 8 hrs.

Domain 7: Ethical Responsibilities and Professionalism – 6 hrs.

Total: 60