

**CHW SUBCOMMITTEE ON TRAINING AND CURRICULUM
MINUTES OF THE MEETING OF DECEMBER 12, 2019
CONFERENCE CALL**

Present: **Pam Blankenship**, VDH Dental Health; **Jean Chappell**, Piedmont Virginia Community College; **Abby Charles**, IPHI; **Joan Corder-Mabe**, VCU Sickle Cell Program; **Shanteny Jackson**, VACHW Association and Richmond City Health Department (RCHD); **Valerie McAllister**, VDH; **Christopher Nye**, IPHI consultant; **Patrice Shelton**, RCHD; **Consuelo Staton**, VDH; **Stephanie Toney**, RCHD; **Crystal Wells**; **Michelle White**, Health Quality Innovators; **Amanda Young**, Institute for Advanced Learning and Research; **Richard Zucker**, Aetna

The meeting began at approximately 1:30 p.m.

Meeting Goals/Expectations

1. Review and approve Charter for Committee on Curriculum, Training and Certification
2. Consideration of elements regarding curriculum to be reviewed for approval for certification requirements
3. Consideration of elements for certification of CHWs in Virginia
4. Consider consensus to approve using the Virginia Certification Board to review and approve CHW curriculum
5. Consideration of process to select CHW to serve on VCB

Charter for the Committee on Curriculum, Training, and Certification

Christopher Nye discussed the background to the development of the CTC charter. The process elements mirror those of the charter for the CHW Workforce Development Council to achieve consistency. Specific functions of the Committee were drafted to address the key roles of the Committee and in a manner to allow flexibility. There was a question regarding CHW membership on the Committee and whether CHWs needed to be certified and if there were other requirements of CHWs for being members. There are no requirements for CHWs to serve on the Committee. Members agree elements in the charter are "not set in stone" and the document can/will evolve.

CONSENSUS: The Charter for the Committee on Curriculum, Training, and Certification shall be forwarded to the CHW Workforce Development Council for consideration and adoption.

CHW Certification Standards

Abby Charles requested the Chart regarding CHW Certification Standards be addressed prior to the Chart on Curriculum Review and Certification Process Comparison Across States. Ms. Charles guided members through the Chart with the goal of establishing consensus recommendations to develop a more complete picture of certification requirements and processes. **Note: Consensus achieved around items are listed by subject later in these minutes.**

There was considerable discussion regarding the number of didactic hours required for certification as a community health worker. The number of hours vary considerably by state. Maryland requires 100 hours as does the District of Columbia. Currently, Virginia requires 60

hours. Piedmont Virginia Community College, in collaboration with the Thomas Jefferson Health District is implementing a 60-hour course addressing the core competency requirements leading to certification as a community health worker. Peer Support Specialists must have a minimum of 46 hours. There was additional discussion of persons certified as CHWs in other states moving to Virginia and seeking acknowledgment as a CHW (reciprocity). The members recognized that there needs to be flexibility in not presenting undue challenges to persons who were certified in other states achieving certification as a CHW in Virginia.

A suggestion was made to have a provisional certified status for persons who come from other states with a certification but have not yet met all criteria for VA.

Action: check with VCB on how they handle certification from other states for other positions that they certify.

There was also considerable discussion regarding experiential hours needed for certification. Maryland and the District of Columbia require 40-hours leading to certification. If Virginia requires less didactic or experiential hours, CHWs seeking certification in those localities will need to meet the requirement of those localities. Discussion ranged from not requiring experiential hours to including a range of experiential hours. CHW members of the Subcommittee stressed the importance of requiring experiential hours.

Jean Chappell discussed setting up a fund to help CHWs with the fees associated with certification with beneficiaries decided by the Committee.

Curriculum Review/Certification Process Comparison Across Key States

Discussion turned to items be considered. Discussion occurred around the consensus items listed below. An open-item was what percentage, if any, of education to learners would be "online". There was clarification that "online" is best described as interactive where there is a resource expert or instructor available for assisting the learner. There did not appear to be support for online education that would best be described as absorbing material and answering questions either correctly or incorrectly.

- Title of Persons Certified as Community Health Workers in Virginia

CONSENSUS: Upon meeting certification requirements, the title of CHWs achieving certification will be "Certified Community Health Worker".

- Governing Body

CONSENSUS: VCB will provide certification and the Curriculum, Training and Certification Committee of the Virginia CHW Development Council, in coordination with VDH, will provide oversight.

- Didactic Hours Required for Community Health Worker Certification

Discussion regarding education hours for certification was that the number of hours should remain at the same level as was required for the legacy/grandparenting application.

CONSENSUS: Didactic hours for CHW core competency education leading to certification will be 60 hours.

- Experiential/Practicum training Hours Required for Community Health Worker Certification

CONSENSUS: Experiential/practicum training hours associated with core competency education leading to certification will be 120 hours. The experiential hours must be supervised by a community health worker.

- Residency/Work Requirement for persons seeking Certification as a CHW

CONSENSUS: Persons residing or working in Virginia will be eligible for certification as a community health worker. If someone works in VA, they will need a note from someone or an organization in VA that can evidence that they have experience working in the state.

- Educational Requirement for CHWs Seeking Certification

CONSENSUS: Persons applying for certification as a community health worker in Virginia must have a high school diploma or equivalent.

- Application Fee Associated with Certification

CONSENSUS: The application fee for certification as a community health worker in Virginia will be one-hundred dollars (\$100).

- Certification Duration

CONSENSUS: Upon initial certification, certification will be valid for two years from the date of certification after which the community health worker will need to apply for re-certification.

- Continuing Education Required for Re-certification

CONSENSUS: Re-certification as a community health worker will require 30-hours of Continuing Education over two years.

- Re-certification Fee

The fee for re-certification as a community health worker was suggested to be fifty dollars (\$50) with the VA CHW Association polling members to determine a reasonable amount.

Action: The VA CHW Association will poll members to determine whether 50.00 is a reasonable amount for recertification

- Education/Training Offerors

CONSENSUS: Training Entities applying for certification may offer education around select domain areas and do not have to provide education for all domain areas.

There was brief discussion about certification for CHWs with specialized training in different topics such as HIV or Chronic Disease management, sickle cell or diabetes. The group agreed to consider opportunities for additional certifications in the future after the first level of certification was established.

Virginia Certification Board

Mr. Nye summarized a phone conference with Mary Jo Mather that occurred after the November 19 Subcommittee meeting. Ms. Mather encouraged the Subcommittee to consider issues such as reciprocity as we design the initial process and the materials that complement the process. Going back or “retro-fitting” the process is more challenging.

Important issues or considerations regarding VCB included VCB’s experience in reviewing curricula and the ability of Virginia to leverage additional human resource capacity to address issues of priority to Virginia. There was a review of issues of consideration for using the Virginia Certification Board to review and approve curriculum approved for certification.

CONSENSUS: The Virginia Certification Board should serve as the entity that reviews and approves curriculum leading to certification as a community health worker and the Committee on Curriculum, Training, and Certification will provide oversight to the work of the Virginia Certification Board.

CHW Nominee to the Virginia Certification Board

CONSENSUS: The Virginia Association of Community Health Workers should implement a process for selecting a CHW to serve on the Virginia Certification Board.

ACTION ITEM: The Curriculum Review Workgroup needs to meet the first week of January 2020 and the full Training and Curriculum Subcommittee needs to meet prior to January 22, 2020 to consider items leading to a complete certification and curriculum review framework for certification of Community Health Workers in Virginia.

The meeting adjourned at approximately 3:35 p.m.

CHW TRAINING AND CURRICULUM SUBCOMMITTEE
MEETING AGENDA
December 12, 2019

1:30 PM – 3:30 PM

Join by Zoom

<https://zoom.us/j/175175858?pwd=Smh1dTZUUUI2QlYwM1VyNlZlZWZz09>

Join by Phone

929 436 2866

Meeting ID: 175 175 858

1. Discussion of Charter for Committee on Curriculum, Training, and Certification
(The charter workgroup has prepared a final draft (attached) for adoption. Once approved the Charter would need to be adopted by the Development Council)

- 2. Discussion of certification of CHWs and training curriculum certification**
- a. Review of tables for curriculum certification
 - b. Review of tables for CHW certification
 - c. Review of forms for Curriculum review *(to be completed later)*

(The timeframe for approving forms should be no later than January 8, 2020 to submit for adoption by the Development Council)

3. Consensus decision using Virginia Certification Board for review of curriculum
(A decision to move forward with VCB will be presented to the Development Council in January for adoption)

4. Recommendation of process for selecting a CHW member to serve on the VCB
(What should the process be to select a CHW to serve on the VCB. A nominee will be presented to the Development Council for approval. Therefore, our timeline is to have a nominee by January 22, 2020)

CHARTER FOR THE VIRGINIA COMMUNITY HEALTH WORKER COMMITTEE ON CURRICULUM, TRAINING AND CERTIFICATION

Introduction and Mission

The Committee on Curriculum, Training and Certification is a Committee of the Community Health Worker Development Council of Virginia. The mission of the Committee on Curriculum, Training and Certification is to; 1) develop a system for all Community Health Workers (CHWs) in the Commonwealth of Virginia to have access to high quality and affordable training to support their professional growth, and 2) develop a voluntary certification process for CHWs who desire to use the title of "certified community health worker."

Expected Committee Outcomes

The Committee will support the Virginia Community Health Workforce Development Council by:

- 1) Establishing clear, consensus-based, and data-driven recommendations on best-practice training, curriculum, and certification and issues related to certification and the reporting of same to the Development Council;
- 2) Assuring diverse and meaningful stakeholder engagement for advancing community health worker training, education, certification and related issues;
- 3) Engaging necessary stakeholders and audiences for improving CHW training, education, certification and related issues;
- 4) Providing audience-specific talking points on Committee recommendations;
- 5) Developing ongoing and standardized processes and procedures for CHW curriculum, training, and certification development, recertification, continuing education, potential reciprocity, evaluation, approval, and oversight;
- 6) Recommending any external entities that receive curriculum for review and approval for certification consistent with processes and procedures as may established by the Committee and forwarded to the Development Council for adoption;
- 7) Monitoring and evaluating any external entity with the responsibilities described in item 6 and reporting its findings to the Development Council.

Committee Operating Guidelines and Processes

Leadership & Decision Making

Among its members, the Committee will elect and appoint a chair and a vice chair. The role of the chair is to ensure the Committee and any workgroup considers all relevant issues, follows established processes and procedures for reviewing and reaching decisions, and that meetings are conducted in an orderly and efficient manner. In absence of the Committee Chair, the Vice-Chair will assume the role and responsibilities of the Chair for the conduct of Committee meetings.

- Decisions will be made using a consensus approach in which Committee members reach a decision when all members either support the option on the table or are not opposed to that option.

- In situations in which a consensus cannot be reached despite considerable debate and there is no other viable option being considered, a majority vote of the members present shall represent the decision of the Committee.
- There shall be no proxy voting. Decisions will be made by consensus and presented to the Development Council for final approval.

Size and Composition of Committee

- The Committee will have a Chair and Vice-Chair.
- The Committee will determine the size and composition of the Committee.
- CHWs will comprise a meaningful percentage of Committee members.
- The Committee will include members who have experience in CHW-related curriculum design through community-based organizations.
- The Committee will include a member or members who have experience in CHW-related curriculum design and implementation through a post-secondary educational institution.
- The Committee will include members who reflect the diversity of employers of CHWs.
- The Committee will include members who reflect the diversity of demographics and identity within Virginia, including but not limited to urban, rural, race, ethnicity, gender, LGBTQ, ability, etc.

Convening of Meetings

- Meetings will be held at a time and place based on the consensus of the Committee leadership and committee members, with the intent that meeting dates and times are not a barrier to CHW attendance and participation.
- The Committee will convene at least four times per calendar year with additional meetings scheduled as necessary. Meetings are to have the active and consistent participation expected of members.
- Committee members will be informed of meetings through emailed calendar invitations.
- Meetings will be scheduled at least a month in advance.
- Meeting dates and times will reflect the availability and commitment of a majority of Committee members for the availability of CHW Committee members.
- Between Committee meetings, Committee staff will communicate with members to discuss Committee action items and priorities.
- All Committee meetings will include an option for videoconference participation

Communication

- Meeting information (agenda, materials for review, etc.) will be included in the meeting email invitation and provided one week in advance of the scheduled meeting date, with the expectation that Committee members will come prepared to participate actively
- Meeting minutes will be emailed to Committee members in a timely manner prior to meetings and included in the meeting reminders.
- Written materials used to conduct the business of the Council will be provided in the preferred language of the Committee members, as necessary.
- Training, educational or informational opportunities shall be made available to Committee members on the formal and informal processes that will be used to conduct the business of the Committee and to support the efficient and effective actions of the Committee.

Conduct of Meetings

- Meetings will be open to Development Council members or other members of Committees under the Development Council structure, and/or delegated replacements and guests.
- Meetings will be facilitated by Committee staff.
- After all meeting agenda items have been addressed, the meeting will be open for the discussion of action items not already addressed during the meeting.
- Meetings will end with a clear understanding of expectations and assignments for next steps.
- Meetings will be scheduled for a duration determined by the Committee’s leadership.
- Upon addressing agenda and non-agenda items, the Committee may vote by majority to end the meeting early should time still remain.
- Committee staff will keep a record of meeting attendees, key issues raised, and actions required.

Conflict Resolution

When an issue arises that cannot be easily resolved, Committee members agree to:

- Guiding principles of equity, diversity, and inclusion.
- Resolve issues so that policy decisions will be impactful and improve population health and health equity efforts across the Commonwealth.
- Determine if the issue should be resolved within the Committee or should be referred to the CHW Development Council for decision.
- Ensure the appropriate decision makers are at the table to resolve the issue.

I, representing _____ agree to the terms of this charter and commit to the terms required of membership as may be determined by the Virginia Community Health Workforce Development Council.

Signature of Committee Member

Date: _____

Next steps: Completion of the following table for Virginia
Curriculum Review/Certification Process Comparison Across Key States

Item for Consideration	Florida	Massachusetts (process designed but have not begun to review curricula as yet)	Texas	Maryland (begins reviewing curricula in January)	VA
Curriculum Review process design	State Checklist available through Florida Certification Board Website	Checklist/ requirements available in legislation and eventually through state	Checklist/ requirements for training entities available through Texas DOH website	Checklist/ requirements still in development. Defined in legislation	Checklist to be produced by Curriculum Framework workgroup appointed at 10/22 meeting
Curriculum Review and Format	<ul style="list-style-type: none"> • Review samples of 3 of the curricula • submission of pre-post test data and pre/post test • Submission of evaluation tools • once reviewed the Certification Board informs recognized providers 	<ul style="list-style-type: none"> • Review of entire curriculum based on checklist of requirements developed by review group (not yet in place) • Financial viability • CHW co-trainers required • no prescribed curriculum, but a full package must be presented for review. • Board will review the effectiveness of the curriculum – training application that asks a million questions & a scoring tool 	<ul style="list-style-type: none"> • Review of entire curriculum based on checklist of requirements developed by State/ CHW Workgroup 	<ul style="list-style-type: none"> • Review of entire curriculum based on checklist of requirements developed by State/CHW Workgroup 	<p>Review of entire curriculum based on checklist of requirements developed by State/CHW Workgroup.</p> <p>Framework workgroup to decide and develop minimum guidelines for curriculum outline for submission</p>

	<ul style="list-style-type: none"> • FL Cert BD sets up a register of recognized education providers • They issue a certificate for the provider of training • training entity must issue a number on every certificate that is provided to graduates of training 	<ul style="list-style-type: none"> • Training programs must be not for profit • significant ways to evaluate their effectiveness (participant, teacher and program evaluation) • 10 core competencies 			
Who Conducts Curriculum Review?	<ul style="list-style-type: none"> • Florida Certification Board <ul style="list-style-type: none"> • FL has a formal board and advisors. Coalition has regional representation from 6 regions in the state. • One workgroup is 	<ul style="list-style-type: none"> • Nominated review board specific for the CHW Certification Review • Appointed by Governor 	<ul style="list-style-type: none"> • Nominated review board & TX Dept of State Health Services 	<ul style="list-style-type: none"> • Maryland office of Population Health Improvement (DOH) 	<p>Group discussed two options on October 22nd 2019: 1: subset of T&C committee is nominated for curriculum review. (concerns include the capacity of VDH/ a volunteer committee to manage this process. Who will staff this committee? How long will it take such a</p>

	<p>the curriculum committee. That developed the review process (now idle since FL Cert BD manages training entity approval)</p>				<p>committee to review curricula is it is only volunteers?</p> <p>2. Have a conversation with the Virginia Certification Board about their capacity to manage the curriculum review process</p> <p>V. McCallister and C Nye held initial conversation with VCB in October and after Nov 19th T&C subcommittee meeting, the group is leaning to VCB for curriculum review.</p> <p>Follow up call with VCB, VDH, CHW Association and stakeholders held in November. The group will decide on next steps with VCB for presentation to Dev. Council on Dec 12.</p>
<p>Review Group Makeup</p>	<p>Initial workgroup to design review</p>	<p>4 out of 11 members of review board must be</p>	<p>4 out of 10 members of</p>	<p>50% CHWs on statewide advisory group</p>	<p>If VCB – VCB will have their staff conduct review</p>

	process made up of 2/3 CHWs	CHWs nominated by the Mass CHW Association	review board must be CHWs		If volunteer committee at least XX% CHWs?
Review Group Selection Process	Workgroup of the Statewide CHW Coalition	Nomination process	Nomination Process	Application Process to be a member of the State Advisory Group (appointed by Governor)	TBD based on VCB decision
Review Group frequency of Review					<p>TBD based on VCB decision</p> <p>If VCB, VCB recommends curriculum review on a rolling basis to prevent overload, backlog and delays of review.</p> <p>How often would the Virginia Certification Board receive curricula for review?</p> <p>The frequency of submissions to the VCB is determined by the local oversight authority such as the Virginia CHW Training, Curriculum, and Certification</p>

					<p>Committee. Submissions can be ongoing, or submitted during specific time periods for example, three months a year. However, it should be noted that it is more efficient for the VCB to receive applications for training/education approval on an ongoing basis. "Batching" applications would extend the approval timeframe.</p> <p>Once a curriculum is submitted for approval, how much time does it take VCB to make a decision?</p> <p>The VCB asks for 30-days prior to the training or education program to approve submissions. If a submitted curriculum is incomplete or has significant deficiencies, it could take longer.</p>
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<p>Process for Training Entities to Submit for Review</p>	<ul style="list-style-type: none"> ● Review of 3 modules of curriculum ● submission of pre-post test data and pre/post test Submission of evaluation 	<p>Review of entire curriculum based on checklist of requirements developed by review group (not yet in place)</p>	<p>Review of entire curriculum based on checklist of requirements developed by State/ CHW Workgroup</p>	<p>Review of entire curriculum based on checklist of requirements developed by State/CHW Workgroup</p>	<p>Review of entire curriculum based on checklist of requirements developed by State/CHW Workgroup Based on what has currently been discussed within the VA CHW Training and Curriculum Subcommittee, a framework or guide of elements for approving curricula will be provided to the Virginia Certification Board. VCB will then review curriculum against the already approved core competency domains, topic and content elements, required hours, instructor requirements, etc. using the framework or guide provided by Training and Curriculum Subcommittee.</p>

					<p>What happens if the curriculum submitted to the Virginia Certification Board is not complete or otherwise does not meet the established standard?</p> <p>If a curriculum submitted to VCB is not complete or, in the opinion of VCB staff does not meet the established standard for making a decision to approve, VCB staff will contact the training/education provider and work with them to respond to any noted deficiencies.</p>
Training Format required by State?		At least 70% in person, 30% online	Either Face to Face or Online		Not yet discussed
Required Training Hours provided by Training Entities	30 (20 Core, 10 elective)	80	160	100 (+ 40 Hour Practicum)	Not yet finalized – For decision 12/12/19
Can CHWs receive training	Yes	Yes?	Yes?	Not sure	For discussion and decision 12/12/19

from multiple entities toward Certification Core Competencies?					
Can training entities submit just a portion of core competencies for approval or do they have to offer the full complement of core competencies?					For discussion 12/12/19
Required work hours for certification	CHWs must show 500 hours over 5 years	work experience only - (4000 hrs.) Valid for 3 years. Work experience and training (2000)	1000 hours over 3 years		For discussion 12/12/19
Statewide certifying exam?	Yes On core competencies 100 questions – CHWs must pass 75 Provisions incorporated for persons who need accommodations	No Most important aspect of CHW role is relational and it is hard to test that	No	No	Group decided No on 10/22/19
Instructor certification?	No (instructor credentials submitted with	No (want to see that the trainers that the program has are competent and	Yes		For Discussion and decision 12/12/19

	training entity application)	have experience teaching CHWs. No program for approving trainers as individual trainers			
Application fee for training entities to be considered?					Fees range by duration of the training. For instance, a one-day training will have a fee of \$50. A multi-day conference or community-based training would be from \$200 - \$250. Colleges submitting a curriculum that is offered over several semesters would be \$500. The group discussed the possibility of contracting with VCB to eliminate these fees for smaller entities that may not be able to afford these costs at the Nov 19 th meeting
Residency requirement for Instructors?	No	Not Certain	Yes (nonresident trainers can only be co-trainers and must submit a residency waiver	Not Certain	For discussion 12/12/19

			application supported by a State training entity)		
Residency requirement for training entities	No	Not Certain but more than likely yes because of in-person training requirement	Yes	Not Certain	For discussion 12/12/19
Types of Training entities	Any entity that applies	Any as long as Not for profit Including, State, CHW Association, Universities, community Colleges	Located in the Texas		To be discussed 12/12/19
Training review/provide d in other languages?	Yes Training review of Spanish training Training provided to CHWs in Spanish as well. Exam only in English but working on offering in Spanish	Non-English speakers assisted with application. Training provided only in English. Non-English speakers will have to get translation for training through employer	Training provided in Spanish Review of Spanish curricula?		To be discussed 12/12/19
Continuing education review?	Sites have the option to submit continuing education curricula for review.	Pending	Yes	Not Certain	To be discussed 12/12/19
Quality Assurance Provided by Review Group	Random selection of CEUs can be audited at any time	Training entities required to submit an annual report of successes and challenges to maintain	Continuing education for training entities required		To be discussed 12/12/19

		<p>training approval for the state.</p> <p>No other capacity for QA through review board</p>			<p>The VCB has an evaluation instrument that students submit upon completing their training/education. The evaluation asks numerous questions. If patterns of concern emerge, the VCB brings these to the attention of the training/education provider and any local oversight authority such as the Virginia CHW Training, Curriculum, and Certification Committee. Colleges conduct their own evaluation and the VCB does not interject itself in college evaluation processes.</p>
<p>Training Costs</p>	<ul style="list-style-type: none"> varies by training entity \$35 for Test is separate to certification Fee (test occurs at examination centers much like GRE) 	<p>Paid for by employers, also funded by State Medicaid office (though Medicaid does not fund CHW services as yet)</p>			<p>Varies by entity</p>

<p>Other Certification Pieces</p>		<ul style="list-style-type: none"> • Yet to develop regulations about reciprocity and a second or third tier (CHW trainer, CHW supervisor, researching what CHWs think will be the best path for professional development) • Training only available for CHWs who are employed – with certification and with a greater interest in the state – Community colleges offering CHW training. Slots are expensive unless they are grant funded 			<p>Regional reciprocity?</p> <p>Peer Specialist Reciprocity?</p> <p>Certification renewal for training entities?</p>
<p>Process Challenges</p>		<p>State government takes too long. Certification board has challenges getting quorum to meet</p>			

And completion of CHW Certification Standards on 12/12/2019
Review of CHW Certification Standards

	Maryland (Legislation for Comment)	Virginia (Grandparenting)	Virginia (Full certification) To Complete
Credential	Certification	Certified Community Health Worker	
Governing Body	Maryland Department of Health, State Community Health Worker Advisory Committee	Virginia Department of Public Health, VA CHW Policy Committee c.2016	
Education	<p>Training Program Requirements.</p> <p>A. A CHW certification training program shall:</p> <p>(1) Provide a minimum of 100 hours of instruction;</p> <p>(2) Verify successful completion of an additional supervised 40-hour practicum by a student;</p> <p>(3) Employ a curriculum framework that incorporates, at a minimum, the following core competencies:</p> <p>(a) Advocacy and community capacity building skills;</p> <p>(b) Effective oral and written communication skills;</p> <p>(c) Cultural competency;</p> <p>(d) Understanding of ethics and confidentiality issues;</p> <p>(e) Knowledge of local resources and system navigation;</p> <p>(f) Care coordination skills;</p> <p>(g) Teaching skills to promote healthy behavior change;</p>	<p>60 hours of education and training specific to the core domains (below) within the last three years</p> <ol style="list-style-type: none"> 1. Community Health Concepts and Approaches 2. Service Coordination and System Navigation 3. Health Promotion and Prevention 4. Advocacy, Outreach and Engagement 5. Communication 6. Cultural Humility and Responsiveness 7. Ethical Responsibilities and Professionalism 	

	<p>(h) Outreach methods and strategies; and (i) Understanding of public health concepts and health literacy; and (4) Include an objective knowledge assessment.</p> <p>B. To complete an accredited CHW certification training program, a student shall successfully meet all requirements of the program.</p>		
Experience	<p>High school diploma or GED</p> <p>No residency Requirement</p>	<p>One year of full-time work <i>or</i> 2,000 hours of volunteer/work experience within the last three years and 50+ hours of direct supervision in all domains (below)</p>	
Other	<ul style="list-style-type: none"> No Cost Right Now 	<ul style="list-style-type: none"> \$100 application fee for certification Signed code of ethics Application 	<ul style="list-style-type: none">
Certification Length	Two years	Two years	
Continuing Education	20 hours over two years	30 hours over two years	
Grand-Parenting	<p>Grandfathering available Sept 1, 2019—March 31, 2020</p> <ul style="list-style-type: none"> - 18 years old - Two letters of validation from a current or former employer, supervisor or agency representative., verifying the following: 	<p>Legacy application offered April 2018—March 31, 2020</p> <ul style="list-style-type: none"> Demonstration that experience requirements have been met (e.g. certificates of attendance at trainings) Application 	

	<ul style="list-style-type: none"> - 2,000 hrs prior CHW experience within 5 years - Proficiency in current core competency standards 		
Questions			Can CHWs complete training from multiple training entities to be able to meet the core competency requirements?

Maryland References:

http://www.dsd.state.md.us/MDR/4622/Assembled.htm#_Toc22648915

<https://pophealth.health.maryland.gov/Community-Health-Workers/Documents/Flyer-Experienced-CHW-Certification.pdf>

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	

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 SHOULD 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"> Define wellness compare/contrast models and definitions Define prevention 	
Public Health concepts.	<ul style="list-style-type: none"> 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) 	
Impact of social influencers on health.	<ul style="list-style-type: none"> Define and identify social influencers on health including but not limited to race, health equity, language, place, socioeconomic status, housing, etc. 	
Population Health concepts.	<ul style="list-style-type: none"> Define population health 	
Introduction and importance of health education, health literacy.	<ul style="list-style-type: none"> What is health literacy and its impact on health 	
Importance of multi-disciplinary teams, concepts of health care teams and the role of CHWs in teams.	<ul style="list-style-type: none"> How teams may be shaped – focus areas, funder/grantor requirements, etc. 	
Total Hours of Instruction for Domain:		
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 they 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:		

Domain 2: Service Coordination and System Navigation

Session Topic	Session Content	Time in Hrs.
Wellness and prevention concepts.	<ul style="list-style-type: none"> Overview of the US health and human service delivery system(s) including hospitals, community-based sites, safety-net delivery sites (including behavioral and oral health) 	
Clinical and non-clinical community linkages.	<ul style="list-style-type: none"> Identification and role of clinical and non-clinical community linkages 	
Define care coordination and its elements for successful care coordination.	<ul style="list-style-type: none"> Define health literacy and its impact on achieving positive community member outcomes 	
Making/coordinating effective referrals.	<ul style="list-style-type: none"> Define care coordination, its elements and effective processes for making linkages/referrals 	

Knowledge of community resources and bi-directional referrals.	between/among programs and community member(s)	
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Total Hours of Instruction for Domain:

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 they 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:

Domain 3: Health Promotion and Prevention

Session Topic	Session Content	Time in Hrs.
Concepts of person-centered care.	<ul style="list-style-type: none"> 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) 	
Supporting client self-management.	<ul style="list-style-type: none"> Define client-role within community service delivery Understand what client self-management is and the role it plays in setting overall health goals for the client/community member 	
Knowledge of Culturally and Linguistically Appropriate Services (CLAS) Standards.	<ul style="list-style-type: none"> Overview of Culturally and Linguistically Appropriate Services (CLAS) Standards. 	
Oral Health	<ul style="list-style-type: none"> Oral Health and its impact on systemic health 	
Behavioral Health	<ul style="list-style-type: none"> 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 	
Chronic healthcare conditions	<ul style="list-style-type: none"> Impact of chronic healthcare conditions on community members and the healthcare system Define and understand co-occurring conditions Recognizing signs and symptoms of intimate partner violence 	
Theory of Change	<ul style="list-style-type: none"> Change theory models and the role of CHWs 	

Total Hours of Instruction for Domain:

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 they 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:

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"> Foundations of, and processes for achieving advocacy, outreach and engagement 	
Empowerment and understanding of issues that impact communities, populations, and individuals.	<ul style="list-style-type: none"> How policies impact communities including examples 	
Advocating for client/community member.	<ul style="list-style-type: none"> Community member rights and grievance processes 	
Concepts of effective facilitation, networking and marketing (including social media).		
Total Hours of Instruction for Domain:		

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 they 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:

Domain 5: Communication

Session Topic	Session Content	Time in Hrs.
Effective verbal and non-verbal communication.	<ul style="list-style-type: none"> Explore methods and techniques of communication 	
Culturally appropriate communication.	<ul style="list-style-type: none"> Explore communication concepts including but not limited to: active listening, motivational interviewing, conflict resolution, and supportive body language 	
Communication to a diverse audience (including but not limited to race, ethnicity, sexual orientation; etc.).	<ul style="list-style-type: none"> Explore concepts and techniques of conflict and conflict resolution including but not limited to: inherent bias, negotiating and bargaining 	
Motivational interviewing.	<ul style="list-style-type: none"> What motivational interviewing is, its goals, and techniques for conducting interviews 	
Conflict resolution with internal and external partners and team members.	<ul style="list-style-type: none"> Techniques of conflict resolution 	

Total Hours of Instruction for Domain:	
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 they 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:	

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"> Define the broad nature of "culture" 	
Understanding health equity and social determinants that impact communities.	<ul style="list-style-type: none"> Define implied bias and its role in shaping barriers to providing care 	
Trauma-informed care.	<ul style="list-style-type: none"> History and impact of prejudice and discrimination that influence the nature of the relationship between communities and service providers (structural racism) 	
Diversity and its role in a client's or community member's health.	<ul style="list-style-type: none"> Define trauma informed care and its elements/principles 	

Total Hours of Instruction for Domain:	
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Domain 7: Health Promotion and Prevention

Session Topic	Session Content	Time in Hrs.
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Understanding of boundaries including self-care.	<ul style="list-style-type: none"> ▪ Define ethics and examples of its application ▪ Identify boundaries and situations where boundary setting may be needed ▪ Identify and discuss internal and external resources for stress reduction and management 	
HIPAA, client confidentiality and other applicable laws including those impacting persons with disabilities.	<ul style="list-style-type: none"> ▪ Define health protected information and the laws regulating it across health care sectors 	
Mandatory reporting.	<ul style="list-style-type: none"> ▪ Observations/information that require reporting 	
Personal and community safety.	<ul style="list-style-type: none"> ▪ Strategies for de-escalating anger ▪ Identify safety concerns for conducting health outreach 	
Professional development.	<ul style="list-style-type: none"> ▪ The value and importance of continuing education and professional identity 	
Working as a member of a multidisciplinary team	<ul style="list-style-type: none"> ▪ Awareness of potential tensions regarding clinical role team-members and history of hierarchical roles 	
Role of professional associations in the promotion of professionalism within health and human service disciplines		
Total Hours of Instruction for Domain:		
Please provide source citations and references used in development of and presentation of the curriculum used for this domain:		
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FACULTY/INSTRUCTOR EXPERIENCE FORM HERE

DRAFT

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>

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