

CHW COMMITTEE ON CURRICULUM, TRAINING AND CERTIFICATION
MINUTES OF THE MEETING OF FEBRUARY 19, 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; Putnam Ivey-Cortez, Thomas Jefferson Health District; Mary Jo Mather, VA Certification Board; Mary McQuown, DBHDS; Shanteny Jackson, VACHW Association and RCHD; Valerie McAllister, VDH; Christopher Nye, IPHI; Adyam Redae, VDH; Brenden Rivenbark, VDH; Michelle White, HQL; Amanda Young, IALR; Richard Zucker, Aetna

The meeting began at approximately 2:07 p.m.

Changes to Minutes of February 6, 2020 Committee Conference Call

Mary McQuown noted that reference to the Department of Behavioral Health and Developmental Services online education for Peer Recovery Specialists (PRS) be noted as added assignments or "homework" and that online education was not a component of PRS certification.

Edits to Curriculum Application Form

Comments were received by three Committee members and inserted into the application form that was distributed prior to the meeting. There were no additional comments expressed during the call. Chris Nye noted that Domain 7 had inaccurately been titled Health Promotion and Prevention when the Domain title should have been Ethical Responsibilities and Professionalism.

Core Competency Training and Online Education

The issue of how much, if any online education whether self-directed or complemented with an instructor for interaction (virtual) should be permitted to achieve certification. Minutes from the February 6, 2020 call included reasons for inclusion of online training (geographic access). Abby Charles noted that very few states offer complete, leading to certification online instruction. If they do, the instruction includes testing at the end of the course. Amanda Young discussed the experience of CHWs in Danville taking online training through the West Texas AHEC Program. She noted that topics including establishing barriers between the CHW and client and practicing self-care, and ethical issues did not have the depth that was necessary to prepare CHWs and these topics were best delivered face-to-face. Richard Zucker commented that Aetna's training includes virtual and self-directed learning and that the hours were approximately 150; well over the minimum required for Virginia certification. Aetna also has a capstone project that CHWs must complete and are supervised during the education process and that the education included interaction with members/clients. Mary Jo Mather of the Virginia Certification Board reinforced the completeness of Aetna's CHW education and training. Mary Jo Mather suggested that there is a "middle-ground" to allow education via online for certain topics within each domain. An analysis of the session content with the goal of identifying what elements and their percentage lend themselves to be delivered effectively through online education whether self-directed or with a facilitator.

Abby Charles presented options for the Committee's consensus regarding online education. The options included:

- 1) All core competency education be offered online
- 2) A portion of curriculum be online (virtual and self-directed) after an analysis of topics
- 3) No online self-directed education

During discussion, it was noted by Abby Charles that online, self-directed education should always include a pre and posttest. Participants agreed with the need for pre and posttests for online, self-directed education.

CONSENSUS: A portion of curriculum be online, either virtual, self-directed, or a combination after an analysis of topics to determine content suited for online delivery.

As noted in the last meeting, the issue of online education can be re-visited based on experiences and additional information.

Domain Hour Minimums

Abby Charles led the discussion regarding minimum hours for each of the seven core competency domains. The recommendations were based on IPHI curriculum and input from Joan Corder-Mabe. Shanteny Jackson remarked that she believed more hours should be devoted to Health Promotion and Prevention – from 6 hours to 8 hours and reducing 2 hours from Communication – 10 hours to 8 hours. Putnam Ivey-Cortez noted that the description of session content for each domain can change the distribution. For instance, communication is an element of several domains.

Key Action Item:

Review CTC Committee Domains against Virginia Certification Board Domains (<https://www.vacertboard.org/sites/default/files/applications/VA%20CHW%20Content%20Outline%20FINAL.pdf>) and be prepared to offer comments regarding what items should be included under appropriate domains.

Other Items

Shanteny Jackson brought up the issue of continuing education and whether CE would need to be approved similar to the core competencies. She noted this could be a barrier to CHWs getting CE due to cost and recommended that CE be available from multiple sources that are at no-cost to CHWs.

Ms. Jackson also noted that CHWs have expressed the recommendation that there be a percentage of CHWs on the CHW Workforce Development Council and that in order to facilitate their participation meetings be scheduled at 5:00 p.m. or 6:00 p.m.

The timing of CTC meetings was discussed. Abby Charles noted that it was difficult to have standing meetings based on the current agenda to finalize issues around education and training leading to certification.

The meeting was adjourned at approximately 3:17 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"> 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"> Describe 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"> Discuss how teams may be shaped including focus areas, funder/grantor requirements, etc. 	
Total Hours of Instruction for Domain:		
Title of Course or Module:		
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:		
Materials Submitted for Course or Module:		
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"> 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) 	
Clinical and non-clinical community linkages.	<ul style="list-style-type: none"> Identify the role and importance of both 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 between/among programs and community member(s) 	
Knowledge of community resources and bi-directional referrals.		
Total Hours of Instruction for Domain:		
Title of Course or Module:		
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:		
Materials Submitted for Course or Module:		
Document Title	File Name	Page Number (if applicable)

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"> Define and describe Culturally and Linguistically Appropriate Services (CLAS) Standards 	
Oral Health	<ul style="list-style-type: none"> Discuss the importance of oral health and its impact on systemic health across the lifespan. Prevention and care strategies for all populations 	
Behavioral Health	<ul style="list-style-type: none"> 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 	
Chronic healthcare conditions	<ul style="list-style-type: none"> Discuss the impact of chronic healthcare conditions on community members and the healthcare system Define and understand co-occurring conditions Identify signs and symptoms of intimate partner violence 	
Theory of Change	<ul style="list-style-type: none"> Describe change theory models including the health belief model in understanding the role of CHWs 	
Total Hours of Instruction for Domain:		
Title of Course or Module:		
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:		
Materials Submitted for Course or Module:		
Document Title	File Name	Page Number (if applicable)

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"> Identify the principles, foundations of, and processes for achieving advocacy, outreach and engagement at the individual and community levels. 	
Empowerment and understanding of issues that impact communities, populations, and individuals.	<ul style="list-style-type: none"> Discuss how policies impact communities including examples 	
Advocating for client/community member.	<ul style="list-style-type: none"> Describe community member rights and grievance processes 	
Concepts of effective facilitation, networking and marketing (including social media).	<p>What are we getting at here?</p> <ul style="list-style-type: none"> Discuss the concepts of effective facilitation and networking in community groups. Explore the use of social media in client engagement in health care. 	
Total Hours of Instruction for Domain:		
Title of Course or Module:		
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:		
Materials Submitted for Course or Module:		
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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"> 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"> Describe motivational interviewing its goals and techniques for conducting interviews 	
Conflict resolution with internal and external partners and team members.	<ul style="list-style-type: none"> Describe the techniques of conflict resolution 	
Total Hours of Instruction for Domain:		
Title of Course or Module:		
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:		
Materials Submitted for Course or Module:		
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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"> Define the broad nature of "culture "and its relationship to the development of bias Review the concept of implicit bias and how it impacts client-provider care 	
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 	
Diversity and its role in a client's community member's health	<ul style="list-style-type: none"> Trace the history and impact of prejudice and discrimination that influence the nature of the relationship between communities and service providers (structural racism) 	
Trauma-informed care	<ul style="list-style-type: none"> Define trauma informed care and its elements/principles 	
Total Hours of Instruction for Domain:		
Title of Course or Module:		
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:		
Materials Submitted for Course or Module:		
Document Title	File Name	Page Number (if applicable)

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"> Define ethic principle 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 Describe the process of how the CHW establishes an effective relationship with clients including the developing of trust. 	
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"> Identify that observations/information that require reporting 	
Personal and community safety.	<ul style="list-style-type: none"> Identify strategies for de-escalating anger Identify safety concerns for conducting health outreach 	
Professional development.	<ul style="list-style-type: none"> Discuss the he values and importance of continuing education and professional identity 	
Working as a member of a multidisciplinary team	<ul style="list-style-type: none"> Describe the role of a CHW Describe the roles and responsibilities of a multidisciplinary team including how the CHW becomes part of the team Identify the 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	<ul style="list-style-type: none"> Identify the various professional health organizations Discuss the importance of the awareness and participation in professional organizations 	
Total Hours of Instruction for Domain:		
Title of Course or Module:		
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:		
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PRACTICUM

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

Practicum Description:

Method for Assessing Student Practicum Experience:

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