



Community Health Worker Advisory Body (CHWAB)

September 3, 2020

Purpose of Today's Meeting

CHW Advisory Body Meeting Agenda

1. Welcome & introductions
2. Public comment
3. Meeting summary approval
4. Review of July meeting actions
5. Discuss training vendor evaluation criteria/score
6. Review updated training vendor application
7. Review updated process map for vendor applications
8. General Questions
9. Next steps
10. Adjourn

Introductions

CHWAB Membership

CHWAB Chairs

Dr. Tekisha Dwan Everette
DeLita Rose-Daniels (CHW)

CHWAB Support

Vicki Veltri
Laura Morris
Dashni Sathasivam
Lindsey Dotson
Leslie Greer

DPH Appointee

Chris Andreson

Community Health Workers

Mildred Landock
Bianca Noroñas
Jerry Smart
Nilda Paris
Derricia Parker

CHW Association of CT

Milagrosa Seguinot

Community College

Erika Lynch

Community-based CHW training organization

Michele Scott

Healthcare Employer

Adriana Rojas

Healthcare Provider

Jean K. Jacob, PharmD

CHW Employing Agency

Lee Carena

Public Comment

Meeting Summary Approval

Review of June Meeting Actions

- Tabled approval of core competency section of training vendor application
- Tabled approval of complete training vendor application and checklist

Evaluation of CHW Training Applications



Evaluation Approach

Likert Scale: 1 – 5

- 1: Response missing or does not address question
- 2: Response does not adequately meet standards
- 3: Response meets some but not enough of the standards to approve
- 4: Response adequately meets standards and can be approved with recommended changes
- 5: Response to question meets or exceeds standards

*Similar scoring methodology as Oregon

Evaluation of Training Program Principles and Practices

#	Topic	Description/Considerations	Score (0-5)	Comments/Recommendations
1.	Organization Overview and Prior Experience	Does the organization have a developed understanding of the CHW model and how to integrate the CHW training with their mission and teaching philosophy?		Does the organization have prior CHW training experience? Yes No
2.	Teaching Methodologies (popular education concepts, adult learning principles)	Does the training program use a variety of teaching methodologies such as popular education concepts or adult learning principles?		
3.	Hours of Training (minimum 90 hours/50 in internship)			
4.	Training formats (classroom, distance learning, small group)	Does the training program use a variety of formats to deliver training in a way that is tailored to the community, inclusive and accessible?		
5.	Evaluation/Feedback/Improvement	Does training program track student satisfaction and feedback to improve the program?		Required attachment: student feedback form Yes No
6.	Collaboration with CBOs	Does training program collaborate with community-based organizations?		Required attachment: Agreement and/or Letter of Support with local CBO Yes No
7.	Recruitment and Enrollment	Does training program use multiple recruiting efforts and enrollment of students?		Is there a fee? Yes No Unknown
8.	Communities of Focus	Does training program identify need for CHW in specific areas (geography, race, ethnicity, culture, language, socioeconomic status, ability status and shared life experiences)		
9.	Equivalency	Does training program grant equivalency for students who have previously completed training through other organization?		
10.	Academic Credit	Will students receive academic credit?		Yes No Unknown
11.	Records and Attendance	Does the organization have a organized system of maintaining accurate records of graduation?		
12.	Final Assessment	Does the program have a method of assessing for the acquisition of knowledge and mastery of skills by its students with clear criteria for passing?		Required attachment: Sample exams, rubrics Yes No
13.	Criteria for Completion	Does the program have clear criteria, aside from the final exam, to determine whether students have successfully completed the program?		
	Total			
	Pass?		Yes/No	



Evaluation of Core Curriculum Topics & Competencies

See Community Health Worker Training Program
Evaluation Rubric

Review of Connecticut CHW Core Roles

Cultural Mediation among Individuals, Communities, and Health and Social Service Systems

1. Educating individuals and communities about how to use health and social service systems (including understanding how systems operate)
2. Educating systems about community perspectives and cultural norms (including supporting implementation of Culturally and Linguistically Appropriate Services [CLAS] standards)
3. Building health literacy and cross-cultural communication

Providing Culturally Appropriate Health Education and Information

1. Conducting health promotion and disease prevention education in a manner that matches linguistic, cultural, and developmental needs of participants or community
2. Providing necessary information to understand and prevent diseases and to help people manage health conditions (including chronic disease)

Care Coordination, Case Management, and System Navigation

1. Participating in care coordination and/or case management
2. Making referrals and providing follow-up
3. Facilitating transportation to services and helping to address other barriers to services
4. Documenting and tracking individual and population level data
5. Informing people and systems about community assets and challenges
6. Facilitating the participant-provider relationship and effective communication

Providing Coaching and Social Support

1. Providing individual support and coaching
2. Motivating and encouraging people to obtain care and other services
3. Supporting self-management of disease prevention and management of health conditions (including chronic disease)
- d. Planning and/or leading support

Advocating for Individuals and Communities

1. Advocating for the needs and perspectives of communities
2. Connecting to resources and advocating for basic needs (e.g. food and housing)
3. Conducting policy advocacy

Building Individual and Community Capacity

1. Building individual capacity
2. Building community capacity
3. Training and building individual capacity with CHW peers and among groups of CHWs
4. Identify gaps in available resources and recommending improvements

Providing Direct Service

1. Providing basic screening (e.g., heights & weights, blood pressure)
2. Providing basic services (e.g., first aid, diabetic foot checks)
3. Meeting basic needs (e.g., direct provision of food and other resources)
4. Conducting psychosocial screening

Implementing Individual and Community Assessments

1. Participating in design, implementation, and interpretation of individual-level assessments (e.g. home environmental assessment)
2. Participating in design, implementation, and interpretation of community-level assessments (e.g. windshield survey of community assets and challenges, community asset mapping)

Conducting Outreach

1. Case-finding/recruitment of individuals, families, and community groups to services and systems
2. Follow-up on health and social service encounters with individuals, families, and community groups
3. Home visiting to provide education, assessment, and social support
4. Presenting at local agencies and community events

Participating in Evaluation and Research

1. Engaging in evaluating CHW services and programs
2. Identifying and engaging community members as research partners, including community consent processes
3. Participating in evaluation and research:
 - a. Identification of priority issues and evaluation/research questions
 - b. Development of evaluation/research design and methods
 - c. Data collection and interpretation
 - d. Sharing results and findings
 - e. Engaging stakeholders to take action on findings

Review of Connecticut CHW Skills

Communication

1. Ability to use language confidently
2. Ability to use language in ways that engage and motivate
3. Ability to communicate using plain and clear language
4. Ability to communicate with empathy
5. Ability to listen actively
6. Ability to prepare written communication including electronic communication (e.g., email, telecommunication device for the deaf)
7. Ability to document work
8. Ability to communicate with the community served (may not be fluent in language of all communities served)
9. Ability to negotiate and advocate on behalf of participants

Interpersonal & Relationship Building

1. Ability to provide coaching and social support
2. Ability to conduct self-management coaching
3. Ability to use interviewing techniques (e.g. motivational interviewing)
4. Ability to work as a team member e. Ability to manage conflict
5. Ability to practice cultural humility

Service Coordination & Navigation

1. Ability to coordinate care (including identifying and accessing resources and overcoming barriers) in a way that is person-centered
2. Ability to identify and access resources and overcome barriers
3. Ability to make appropriate referrals
4. Ability to facilitate development of an individual and/or group action plan and goal attainment
5. Ability to coordinate CHW activities with clinical and other community services
6. Ability to follow-up and track care and referral outcomes

Capacity Building

1. Ability to help others identify goals and develop to their fullest potential
2. Ability to work in ways that increase individual and community empowerment
3. Ability to network, build community connections, and build coalitions
4. Ability to teach self-advocacy skills
5. Ability to conduct community organizing

Advocacy

1. Ability to contribute to policy development
2. Ability to advocate for policy change
3. Ability to speak up for individuals and communities

Education and Facilitation

1. Ability to use empowering and learner-centered teaching strategies
2. Ability to use a range of appropriate and effective educational techniques
3. Ability to facilitate group discussions and decision-making
4. Ability to plan and conduct classes and presentations for a variety of groups
5. Ability to seek out appropriate information and respond to questions about pertinent topics
6. Ability to find and share requested information
7. Ability to collaborate with other educators
8. Ability to collect and use information from and with community members

Individual & Community Assessment

1. Ability to participate in individual assessment through observation and active inquiry
2. Ability to participate in community assessment through observation and active inquiry

Outreach

1. Ability to conduct case-finding, recruitment and follow-up
2. Ability to prepare and disseminate materials
3. Ability to build and maintain a current resources inventory

Evaluation & Research

1. Engaging in evaluating CHW services and programs
2. Identifying and engaging community members as research partners, including community consent processes
3. Participating in evaluation and research:
 - i) Identification of priority issues and evaluation/research questions
 - ii) Development of evaluation/research design and methods
 - iii) Data collection and interpretation
 - iv) Sharing results and findings
 - v) Engaging stakeholders to take action on findings

Knowledge Base

1. Knowledge about social determinants of health and related disparities
2. Knowledge about pertinent health issues
3. Knowledge about healthy lifestyles and self-care
4. Knowledge about mental/behavioral health issues and their connection to physical health
5. Knowledge about health behavior theories
6. Knowledge of basic public health principles
7. Knowledge about the community served
8. Knowledge about United States health and social service systems

1. Ability to set goals and to develop and follow a work plan
2. Ability to balance priorities and to manage time
3. Ability to apply critical thinking techniques and problem solving
4. Ability to use pertinent technology
5. Ability to pursue continuing education and life-long learning opportunities
6. Ability to maximize personal safety while working in community and/or clinical settings
7. Ability to observe ethical and legal standards (e.g. CHW Code of Ethics, Americans with Disabilities Act [ADA], Health Insurance Portability and Accountability Act [HIPAA])
8. Ability to identify situations calling for mandatory reporting and follow mandatory reporting protocols
9. Ability to participate in professional development of peer CHWs and in networking among CHW groups
10. Ability to set boundaries and practice self-care
11. Ability to work in teams

Review of Core Competency Section

Spectrum of training vendor application competency requirements

No standard

Highly detailed standards

Oregon

- Roles and skills:
- Course(s) or module(s) covering this topic
- Learning objectives
- Course materials page numbers
- Contact hours

Connecticut

- Roles & sub-roles
- Skills & sub-skills
- Learning objectives
- Description of learning methods
- Course(s) or module(s) covering this topic
- Contact hours

New Mexico:

- Competencies
- Competency Domains
- Content Standards
- Learning objectives
- Description of learning methods
- Contact hours

Questions for Consideration:

Are you satisfied with the CT core competency section:

- **Level of detail?**
- **Ability to evaluate?**
 - (Yes/No versus grading against standard)
- Is anything missing or need to be included?
- Other criteria?

Comparison Example: Communication

CT sub-skills

1. Ability to use language confidently
2. Ability to use language in ways that engage and motivate
3. Ability to communicate using plain and clear language
4. Ability to communicate with empathy
5. Ability to listen actively
6. Ability to prepare written communication including electronic communication (e.g., email, telecommunication device for the deaf)
7. Ability to document work
8. Ability to communicate with the community served (may not be fluent in language of all communities served)
9. Ability to negotiate and advocate on behalf of participants

Competency Domain	New Mexico Content Standards
Observation & non-verbal communication	<ul style="list-style-type: none"> • Identify & respond to non-verbal communication • Use appropriate body language & other non-verbal communication skills in communicating with individuals
Build Relationships	<ul style="list-style-type: none"> • Communicate with individuals in a non-judgmental & appropriate manner using plain and clear language • Speak & write to individuals in their preferred language at an appropriate literacy level (obtain interpreters if unable to communicate in client's preferred language) • Describe client rights, confidentiality, & health information in clear language & assess client comprehension • Practice active & reflexive listening & attend to client concerns • Ask open ended questions to gather client information & elicit perspectives & needs • Utilize affirming statement to provide positive reinforcement and use language in ways that engage and motivate • Use summary statements to review information & establish mutual understanding • Use written & visual materials that convey information • clearly & respectfully and prepare written communication including electronic communication (e.g. Email, telecommunication device for the deaf). • Utilize basic group communication & facilitation skills when speaking to groups • Provide professional appropriate feedback to other members of care team
Conflict Resolution	<ul style="list-style-type: none"> • Assist individuals & groups in managing & resolving conflicts
Documentation	<ul style="list-style-type: none"> • Report relevant information to others succinctly, accurately, and in appropriate format • Document information in an effective, efficient, and timely manner

Questions for Consideration:

Are you satisfied with the CT core competency section:

- Level of detail?
- Ability to evaluate?
 - (Yes/No versus grading against standard)
- **Is anything missing or need to be included?**
- Other criteria?

CHW Competency: Professional Skills & Conduct

Sub-skills

9.a	Ability to set goals and to develop and follow a work plan
9.b	Ability to balance priorities and to manage time
9.c	Ability to apply critical thinking techniques and problem solving
9.d	Ability to use pertinent technology
9.e	Ability to pursue continuing education and life-long learning opportunities
9.f	Ability to maximize personal safety while working in community and/or clinical settings
9.g	Ability to observe ethical and legal standards (e.g. CHW Code of Ethics, Americans with Disabilities Act [ADA], Health Insurance Portability and Accountability Act [HIPAA])
9.h	Ability to identify situations calling for mandatory reporting and carry out mandatory reporting requirements follow mandatory reporting protocols
9.i	Ability to participate in professional development of peer CHWs and in networking among CHW groups
9.j	Ability to set boundaries and practice self-care
9.k	Ability to work in teams
1	Describe & access national & state CHW professional organizations & training resources
2	Explain the CT CHW voluntary certification policy& process for obtaining certification (including different pathways)
3	Identify and utilize tools and resources for CHW professional development
4	Describe the history, role, & impact of CHWs/CHRs in improving individual & community health
5	Describe the CT CHW Scope of Practice

Missing information Example: Professional Skills & Conduct

Do we want to include any additional items in red, as the original set of sub-skills were not included in the approved competency?



Review of Application





Review of Checklist



CHW Core Competencies: Generalist Training Application Checklist

Section 1: Overview of Training Program Information

- 1.1: Organization Contact Information
- 1.2: Organization Overview
- 1.3: Educational Accreditation

Section 2: Training Content

- 2.1: Delivery of Training
- 2.2: Frequency of Training
- 2.3: Methodologies
- 2.4: Hours of Training
- 2.5: Format
- 2.6: Language
- 2.7: Experienced CHW Involvement

Section 3: Training Program Details

- 3.1: Collaboration with CBOs
- 3.2: Recruitment and Enrollment
- 3.3: Community Need
- 3.4: Equivalency
- 3.5: Academic Credit
- 3.6: Program Feedback/Evaluation
- 3.7: Records and Attendance

Section 4: Instructor Information

- 4.1 List of Core Instructors/Trainers

Section 5: Instructor Requirements

- 5.1 Contact Information
- 5.2 Education & Work Experience
- 5.3 Training Experience

CHW Core Competencies: Generalist Training Application Checklist - Continued

Section 6: CHW Training Curriculum

6.1: Program Syllabus and Materials

6.2: Total Hours

6.3: Core Curriculum Chart

Section 7: Specialty Knowledge

7.1 Clinical Skills

7.2 Eligibility, Enrollment, & Enabling Services

7.3 Specialty Content Areas

7.4 Additional Topics Curriculum Chart

Section 8: Training Delivery

Section 9: Demonstration of Successful Completion/Assessment

9.1: Final Assessment Method

9.2: Final Examination Material

9.3: Additional Criteria for Successful Completion

Section 10: Signature Page

Section 11: (Optional) Waivers

11.1: Rule

11.2: Need

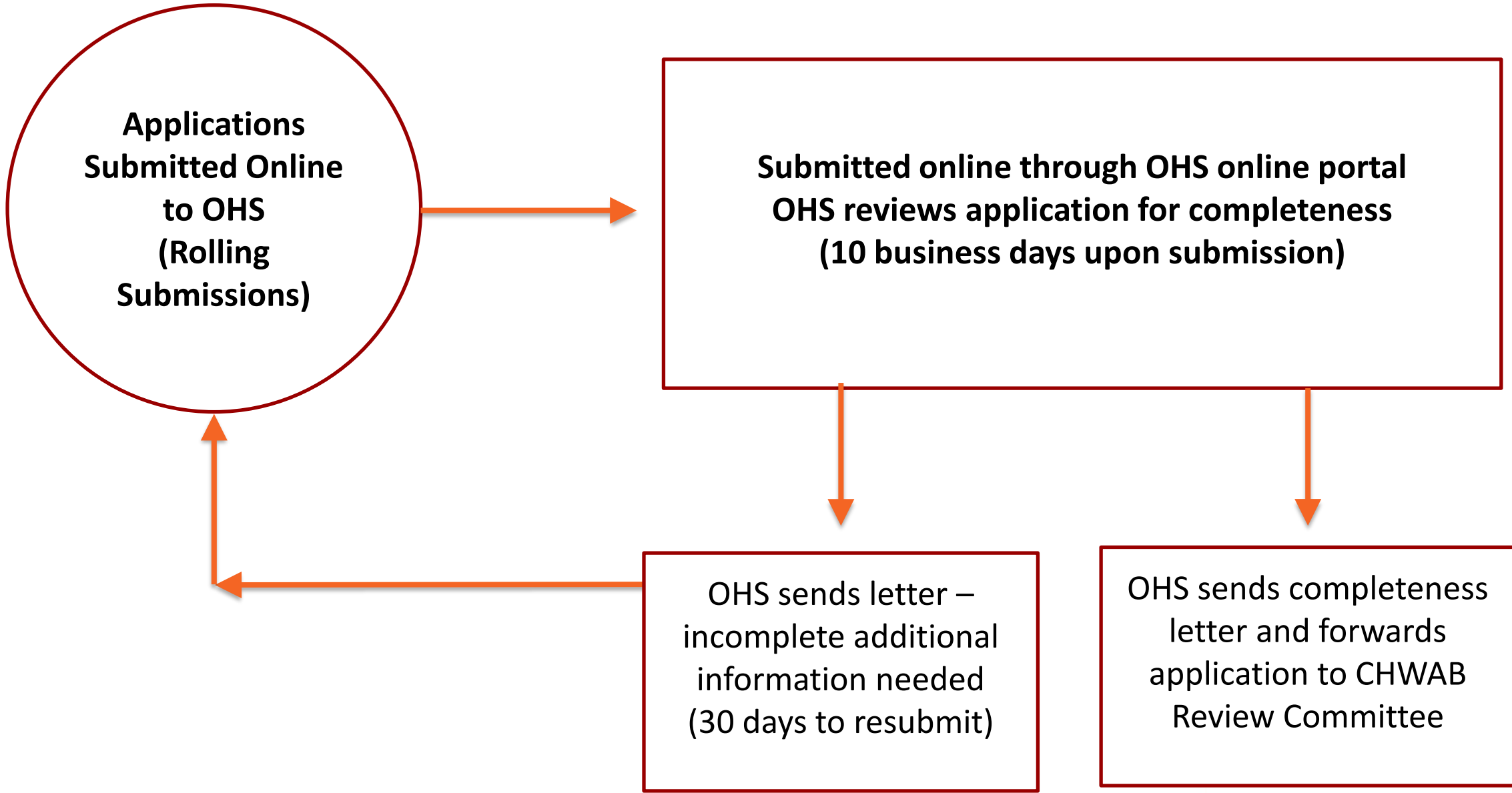
11.3: Justification

11.4: Alternatives considered

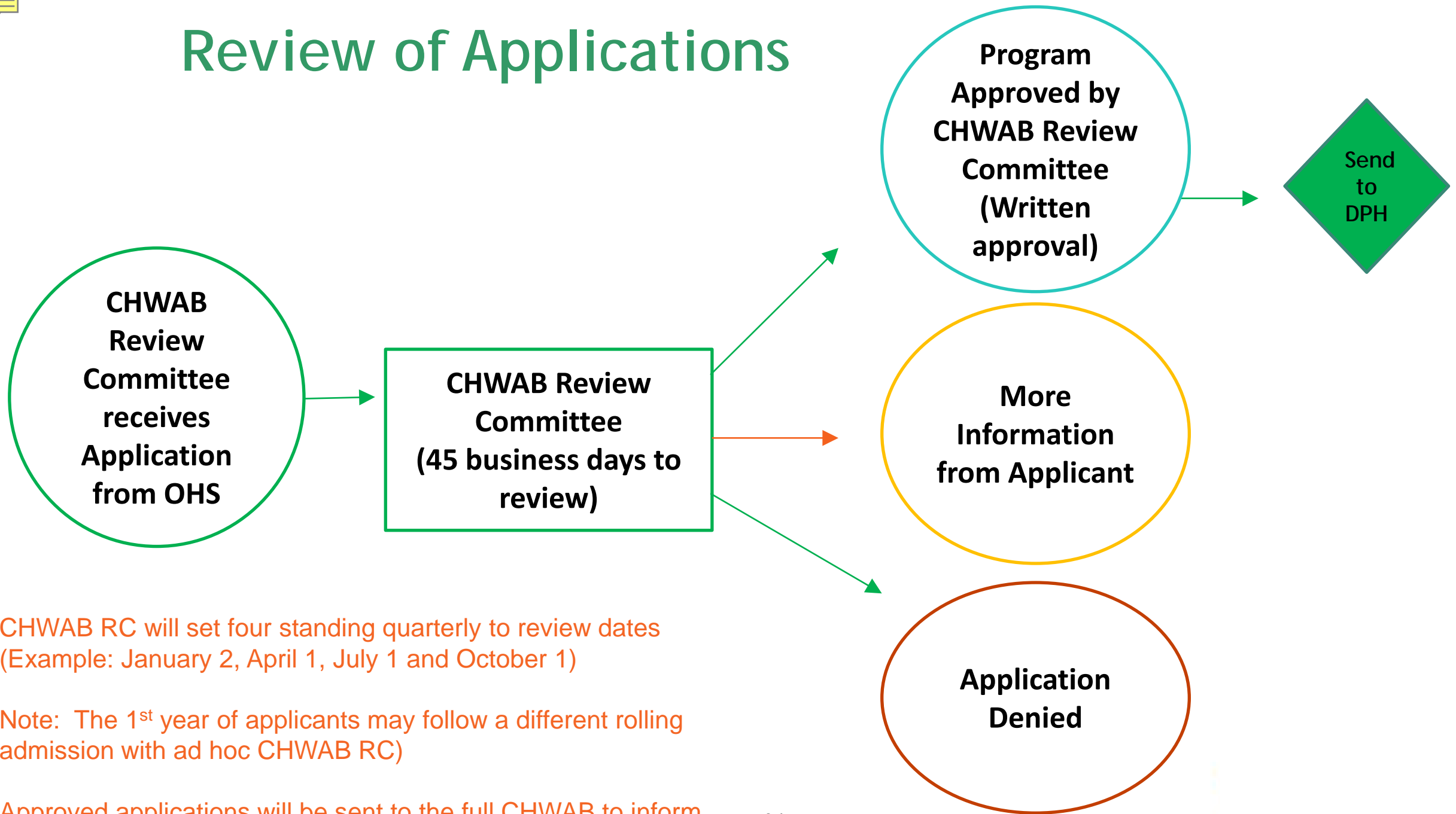
11.5: Duration

CHW Training Program Approval Process Map Review

Application Submitted - Online OHS Portal



Review of Applications

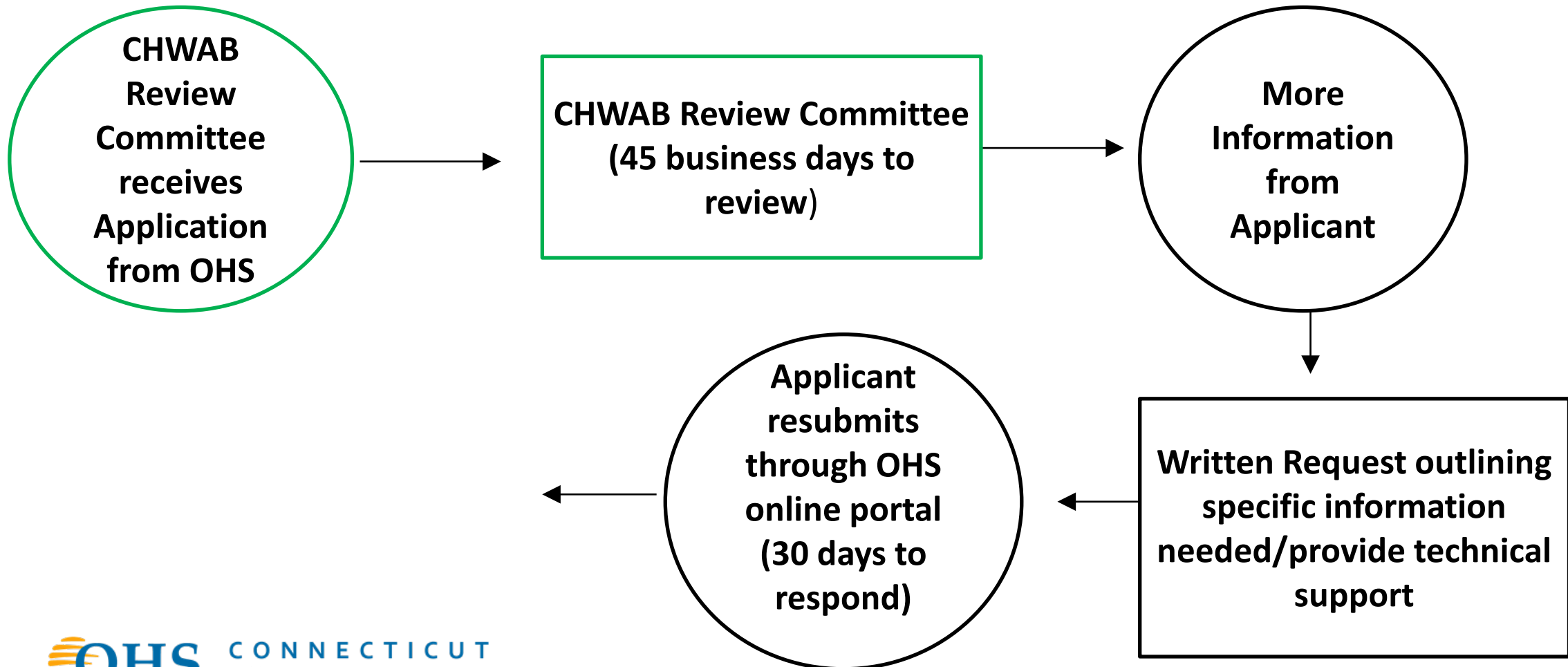


CHWAB RC will set four standing quarterly to review dates (Example: January 2, April 1, July 1 and October 1)

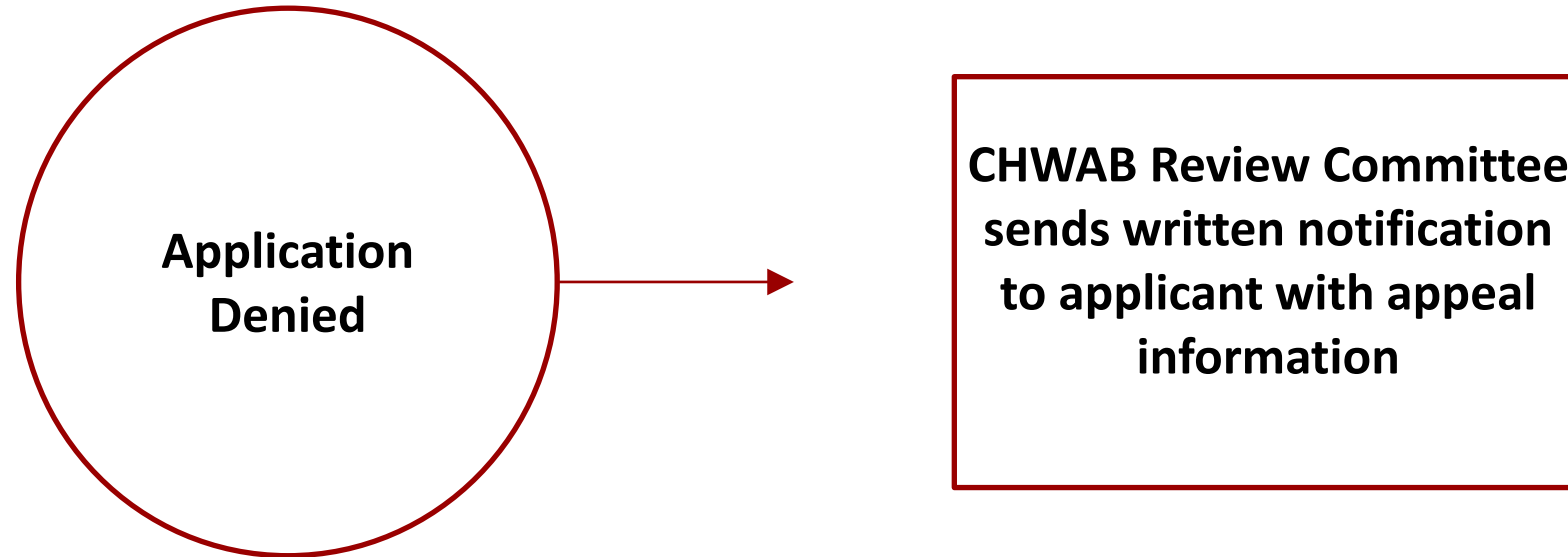
Note: The 1st year of applicants may follow a different rolling admission with ad hoc CHWAB RC)

Approved applications will be sent to the full CHWAB to inform

Resubmission/additional information needed



Application Denied



Examples of Timeline for Applications

Example 1 of Timeframe

- Application submitted on 9/15
- OHS 10 day initial review completed 9/25
- Initial Review accepted by OHS – sends to CHWAB RC
- Next CHWAB RC meeting is 10/1 with 45 days to review
- Applicant receives response from CHWAB RC on 11/14

Example 2 of Timeframe

- Application submitted on 9/15
- OHS 10 day initial review completed 9/25
- OHS determines additional information needed from applicant
- Applicant has 30 days to responds with additional information – 10/25
- OHS 10 day initial review completed 11/4
- Next CHWAB RC meeting is 12/1 with 45 days to review
- Applicant received response from CHWAB RC on 1/15



Approval



Update - OHS

Certification Update - DPH

Marketing & Outreach- DPH

General Questions

Looking forward

Next meeting:

October 1st Webinar

Upcoming Training Program Requirements priorities:

- Training Vendor Application Appeal Process
- Composition of Application Review Committee
- Continuing Education
- Governance/By-Laws

Other updates:

- Marketing & Outreach

Contact

Tekisha Dwan Everette: teverette@hesct.org

DeLita Rose-Daniels: Delita.Rose-Daniels@hartford.gov

Laura Morris: Laura.Morris@ct.gov

Dashni Sathasivam: dashni@hesct.org

Lindsey Dotson: lindsey.Dotson@ct.gov

Leslie Greer: leslie.greer@ct.gov

Adjourn