



# CHW Train the Trainer Participant Workbook

April 2021

## About this course

This CHW Train the Trainer curriculum is intended to train individuals 1) to be effective instructors of community health workers (CHWs) and 2) to teach the **CHW Core Competency Curriculum** for Kansas and Missouri. This course covers principles of instruction for adult learners and public health practitioners. It does not train someone to be a CHW.

The course is divided into five modules with an optional sixth module for final project presentations. In this workbook, you will find a preparatory worksheet for each module — you should complete these worksheets before the completion of each module. Please refer to your class's syllabus for more detailed timelines and due dates.

### Resources:

Students should have a copy of the “**Foundations for Community Health Workers, Second Edition**” textbook as well as its accompanying set of activities and instruction guide. We refer to these materials in this course and in the full CHW curriculum. You can download the activities and instruction guide for free on the City College of San Francisco's website: <http://bcs.wiley.com/he-bcs/Books?action=index&bcsId=10183&itemId=1119060818>

For certain activities and topics beyond the scope of that found in the Foundations textbook, we utilize other resources easily found on the internet. These resources will be hyperlinked in the syllabus and in the module worksheets.

You may also find helpful information at the following websites:

- The Mid-America Regional Council (MARC) houses the CHW Core Competency and the Train the Trainer Curriculum plus other CHW workforce resources — [www.marc.org/Community/Regional-Health-Care-Initiative/Community-Health-Worker/Overview](http://www.marc.org/Community/Regional-Health-Care-Initiative/Community-Health-Worker/Overview)
- Missouri Department of Health and Human Services (DHSS) CHW website — [www.health.mo.gov/professionals/community-health-workers](http://www.health.mo.gov/professionals/community-health-workers)
- Kansas CHW Coalition — [www.kschw.org/about](http://www.kschw.org/about)
- National Association of Community Health Workers (NACHW) — [www.nachw.org](http://www.nachw.org)



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*Please note: This curriculum and associated materials are being piloted and tested and are subject to change. Please check the website at [marc.org/chw-prof-dev](http://marc.org/chw-prof-dev) for updates.*

## Course Outline

Module 1: Introduction, Lesson Plans and Teaching Skills	Module 2: Adult Learning Theory and Popular Education	Module 3: Roles and Boundaries
<ul style="list-style-type: none"> <li>• <b>Why are we here?</b> <ul style="list-style-type: none"> <li>• Introductions.</li> <li>• Pre-course assessment.</li> <li>• Course overview.</li> <li>• Baseline activity.</li> </ul> </li> <li>• <b>Trainer overview</b> <ul style="list-style-type: none"> <li>• Role of a CHW Trainer.</li> <li>• Trainer competencies.</li> </ul> </li> <li>• <b>The CHW Core Competency Curriculum</b> <ul style="list-style-type: none"> <li>• Curriculum review.</li> <li>• Service Learning.</li> </ul> </li> <li>• <b>Train the Trainer Course projects</b></li> <li>• <b>Building lesson plans</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Adult learning theory</b> <ul style="list-style-type: none"> <li>• Intro to adult learning.</li> <li>• Five principles of adult learning.</li> <li>• Training Methods activity.</li> <li>• Classroom set-up.</li> <li>• Adult learning and cultural humility.</li> <li>• Learning styles.</li> </ul> </li> <li>• <b>Popular education</b> <ul style="list-style-type: none"> <li>• Intro to popular education.</li> <li>• Popular education activities.</li> <li>• Practicing popular education.</li> <li>• Online tool sharing activity.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Who are CHWs?</b> <ul style="list-style-type: none"> <li>• CHW roles and responsibilities.</li> <li>• U.S. CHW policies.</li> <li>• CHW associations.</li> </ul> </li> <li>• <b>Exploring boundaries</b> <ul style="list-style-type: none"> <li>• Ethics and boundaries activity.</li> </ul> </li> <li>• <b>Final project check-in</b></li> </ul>
Module 4: Communications, Facilitation and Mediation	Module 5: Cultural Competency and Humility	Module 6: Final Projects
<ul style="list-style-type: none"> <li>• <b>Communication skills</b> <ul style="list-style-type: none"> <li>• Types of communication.</li> <li>• Public speaking.</li> </ul> </li> <li>• <b>Active facilitation and mediation</b> <ul style="list-style-type: none"> <li>• Intro to facilitation.</li> <li>• Group facilitation activities.</li> </ul> </li> <li>• <b>Conflict resolution skills</b> <ul style="list-style-type: none"> <li>• Intro to conflict resolution.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cultural humility</b> <ul style="list-style-type: none"> <li>• Intro to cultural humility activity.</li> <li>• Cultural humility lecture.</li> <li>• Teaching cultural humility activity.</li> <li>• Implicit bias test review.</li> </ul> </li> <li>• <b>Self-awareness, conflict and boundaries</b> <ul style="list-style-type: none"> <li>• Conflict resolution reflection activity.</li> <li>• Building self-awareness activity.</li> <li>• Self-awareness, conflict and boundaries.</li> <li>• Adapting for your classroom.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Final project presentations.</b></li> </ul>

## Module 1 Worksheet

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*Review these materials and answer the reflection questions to prepare for class time.*

### Introductions

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What is your experience with CHWs?

What do you want from this class?

### The CHW instructor role

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Watch this video and write a minimum of two reflections as you watch it —  
[www.youtube.com/watch?v=zE1QBn6B\\_pM&feature=youtu.be](http://www.youtube.com/watch?v=zE1QBn6B_pM&feature=youtu.be)

#### CHW instructor competencies

- Knowledge of CHW Core Competencies
- Adult learning theory
- Self-awareness
- Communication and group facilitation
- Professionalism and ethics
- Cultural competency and humility

Which instructor competency seems most important to you?

Are there competencies you would add or remove?

Which competency is the biggest challenge for you?

## CHW Core Competency Curriculum

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This course will prepare you to deliver the CHW Core Competency Curriculum, found here: [www.marc.org/chw-prof-dev](http://www.marc.org/chw-prof-dev). Briefly review the curriculum and answer the following reflection questions:

What are your first impressions about the curriculum and lesson plans?

Have you taught a similar version of this curriculum before?

What would make you feel more confident about delivering this curriculum to CHWs?

## Final Project

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Take a moment to review the final project handouts.

What questions do you have regarding the final project?

## Notes/Questions

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## Module 2 Worksheet

*Review these materials and answer the reflection questions to prepare for class time.*

### Module 1 Review

What did you learn in Module 1?

What is still unclear?

### Classroom Set-up

Please describe some examples that would encourage or discourage interaction for both in-person classes and online classes.

	Encourage interaction	Discourage interaction
<b>Power dynamics</b>		
<b>Eye contact</b>		
<b>Mobility/accessibility</b>		
<b>Instructor body language</b>		

### Cultural Humility Discussion

Watch this video and record your reactions —

[www.youtube.com/watch?v=PtaxXUTge\\_0&feature=youtu.be](http://www.youtube.com/watch?v=PtaxXUTge_0&feature=youtu.be)

How is cultural humility relevant to a classroom setting?

### Popular Education

What do you already know about popular education and its history?

Watch this video about popular education and record your reflections below:

[www.youtube.com/watch?v=tyZEJHcY6q8](http://www.youtube.com/watch?v=tyZEJHcY6q8)

<b>History</b>	
<b>Characteristics</b>	
<b>Principles</b>	
<b>Values</b>	

Please record your reflections as you read through “A Popular Education Handbook.”

<b>Popular education activities</b>	
<b>Sculpturing</b>	
<b>Sociodrama/role playing</b>	
<b>Drawing</b>	
<b>Songwriting</b>	

## Notes/Questions

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## Module 3 Worksheet

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*Review these materials and answer the reflection questions to prepare for class time.*

### Module 2 Review

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What did you learn in Module 2?

What is still unclear?

### Please Define or List:

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Types of learners

Popular education

Adult learning

### The CHW Role

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What do you already know about CHWs? Who are CHWs and what do they do?

Please record a minimum of two reflections while you watch this video from the CHW Core Consensus (C3) Project — [www.youtube.com/watch?v=hUv5KBXjxKE](http://www.youtube.com/watch?v=hUv5KBXjxKE)

### State CHW Policies

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What differences do you notice between the C3 roles and skills and our state roles/skills?

What do you know about state and local CHW workforce policies?

If you could change or create on CHW policy, what would it be?

How will you as an instructor stay informed of requirements for certification in your state?

## Personal Qualities and Attributes of CHWs

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- Interpersonal warmth.
- Trustworthiness.
- Open-mindedness.
- Objectivity.
- Sensitivity.
- Competence.
- Commitment to social justice.
- Good mental health.
- Self-awareness and understanding.

What other personal qualities and values should CHWs have?

What personal qualities and values do you bring to this work?

What qualities do you want to build on and enhance?

## Notes/Questions

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## Module 4 Worksheet

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*Review these materials and answer the reflection questions to prepare for class time.*

### Module 3 Review

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What did you learn in Module 3?

Have you made any new connections to the content we have covered so far? If so, what are they?

What are key vocabulary and definitions from Modules 1, 2 and 3 that you'd like to review?

### Communication Skills

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Watch this video about public speaking and record at least two reflections —  
[www.youtube.com/watch?time\\_continue=60&v=-3ywrgCA-1I](https://www.youtube.com/watch?time_continue=60&v=-3ywrgCA-1I)

How does public speaking change when you are virtual/online?

### Accessibility

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Have you experienced accessibility issues before when facilitating or teaching? What are ways that you accommodated students with disabilities? What did you learn from this experience?

### Understanding Conflict

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What are the most common types of conflict that you could encounter in the classroom?

What are some ways you could avoid or diffuse these conflicts?

What types of conflict might CHWs experience in the workplace?

How might you prepare them to address these issues when teaching the CHW course?

## Overall Reflections

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What skills and knowledge do you feel like you still need to practice?

Does anything seem overwhelming to you?

## Notes/Questions

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## Module 5 Worksheet

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*Review these materials and answer the reflection questions to prepare for class time.*

### Module 4 Review

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Did you experience conflict since our last session? Did you use any knowledge you learned in this course to manage it?

List key concepts from Module 4.

### Implicit Bias Tests

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Before filling out this worksheet, complete at least two implicit bias tests found at the following link:  
[www.implicit.harvard.edu/implicit/takeatest.html](http://www.implicit.harvard.edu/implicit/takeatest.html)

Did your biases surprise you?

Are certain biases helpful?

What are the biggest challenges to overcoming biases to work successfully as a CHW or a CHW instructor?

### Structural Racism

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What examples of structural discrimination or racism can you think of?

## Self-Awareness and Cultural Humility

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Where were your grandparents and their parents born? Where are your neighbors, friends and co-workers from? Where are your doctor, mechanic and teachers from? What are the languages, cultures or other identities of your fellow students?

What is your culture?

What do you believe are key components of culture?

How does culture impact values and beliefs?

Is culture explicit or implicit?

Is your culture inherited or learned?

## Teaching Cultural Humility

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How would you adapt this module for your students?

Are there particular considerations or adaptations for certain cultures or types of learners?

What would you add or leave out?

What do you need to change about your teaching style to encourage open, difficult conversations?

## Self-evaluation

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Ask yourself the questions on pages 172 and 173 in the Foundations textbook and record at least one reflection from these questions.

## Personal Conflict Styles

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Read through pages 354 and 355 in the Foundations textbook and record at least one reflection from what you learned.

## Notes/Questions

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