

**STATE OF CONNETICUT**  
**State Innovation Model**  
***Community Health Worker Advisory Committee***

**Meeting Summary**  
**Tuesday, April 17, 2018**  
**2:30am – 4:30pm**

**Design Group 3**

Location: Litchfield Room, CT Behavioral Health Partnership, Hartford Room (3<sup>rd</sup> Flr), 500 Enterprise Drive, Rocky Hill, CT 06067

Attendees: Liza Estevez, Grace Damio, Chioma Ogazi, Michael Corjulo, Linda Guzzo (phone), Cecil Tengtenga (phone)

Absent: Erika Lynch, Ashika Brinkley, Milagrosa Seguinot

Facilitators: Meredith Ferraro, Maggie Litwin

Process

The group will meet in person at Value Options on Tuesday, April 17 and Tuesday, May 15, 2:30-4:30. We will schedule phone calls in between each meeting.

1. Introductions & Review decisions from 3/20 & 4/11 meetings

This meeting began with Meredith Ferraro reviewing of the decisions made during previous meetings.

**Content – Identify Core Competencies** \*Accepted the C3 Core Competencies previously decided on by the CHW Advisory Committee

**Number of Training Hours** \* 80 – 90 hours minimum (Pending final decision to be made today)

Reviewed the remaining key decision points to be made during today's meeting:

Internship

Training modality/methodology

Training Delivery (formerly Standards for instructional methods)

Training vendor criteria (begin discussion)

There was also one item added to the 'Parking Lot' to be discussed was raised by Erika Lynch – Requirements to get into a Core Competency Training.

Following this was a review of some input provided by Carl Rush to aid the Design Group in the decision-making process.

2. Number of training hours – final consensus

During the meeting on 4/11 the group narrowed their decision about the number of training hours to 80-90 hours. The group continued this discussion and Linda Guzzo provided input that to receive 6 college credits there needs to at least be 90 hours. Capital Community College's current training was evaluated for colligate credits. The group discussed the idea of a CHW Core Competency Training as being a terminal training or as part of a career ladder; the group felt that both were important. The group concluded that 90 hours was a sufficient recommendation so other trainings, if they wanted to could seek colligate credits for their course because they are meeting the 90 hours.

### 3. Definition & review of other states – Internship

The internship discussion began with some questions for the group to think about:

What is an internship?

Should an internship be included as a part of a CHW training?

How long should it be?

Followed by a recommendation from Carl Rush “An internship or practicum is highly recommended, the longer the better: my impression is most are 40-80 hours - it’s a tool for student assessment as well as integration of learning.” The group immediately agreed that there should be an internship as part of a CHW training. Internship definitions were shared with the group, as well as internship course descriptions from other states and a summary table of internship hours among other states.

### 4. Discussion

The group took into consideration Carl Rush’s recommendation of 40-80 hours. Majority of the group seemed to think 50 hours for the internship was a good amount. Liza Estevez felt it should be more than 50 hours, but some of the group was worried about a process being too onerous that it would deter CHWs. The group came to a final agreement to recommend requiring an internship as part of a CHW training and recommend that it be at least 50 hours.

### 5. Review of other states - Training modality/methodology & Training delivery

Examples of training modality/methodology such as, Experiential Learning, Learning by Doing, and Adult Learning Principles were shared and discussed with the group. Recommendation from Carl Rush that “CHW education should at least be based on adult learning principles” was shared with the group. Carl Rush’s recommendation about training delivery was also shared, that “In-person is always best, and individual (independent) online learning is not a good idea, but hybrid and interactive TV modes can work, in recognition of the needs of smaller states and rural areas.” Examples from other states were also provided. At this time the group was referred to Texas’s Curriculum Submission Form to help support this discussion.

### 6. Discussion

The group came to the decision that without being too prescriptive that it be recommended that at least Adult Learning Principles be utilized for CHW training, specifically in a way that includes role play and is interactive in nature. The group also decided to recommend that there should not be any all-online CHW training. They recommend that CHW be in-person and that hybrid training is ok when the majority of the training is done in-person and the distance-learning portion is done in real time with adult learning principles and is interactive.

### 7. Training vendor criteria (begin discussion)

Design Group 3 began this discussion and expressed interest in learning more from other states. Felt the example of the Curriculum Submission Form from Texas was an onerous process, something they did not want for Connecticut.

### 8. Timeline & Next Steps

The timeline and next steps were discussed. Will be sending out a Doodle Poll to schedule next webinar meeting. The following are key decision points to be made during the next webinar meeting:

Training vendor criteria

Instructor qualifications

How does the training program assess proficiency?

Determine/develop type of assessment