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CONNECTICUT  
HEALTHCARE  
INNOVATION PLAN



Community Health Worker  
Advisory Committee  
*Design Group 3 - Training*

**June 6, 2018**

# Agenda

- 1. Introductions & Review decisions from previous meetings ..... 10 min**
- 2. Training vendor criteria & discussion ..... 25 min**
- 3. Instructor qualifications & discussion ..... 25 min**
- 4. How does the training program assess proficiency? ..... 5 min**
- 5. Determine/develop type of assessment ..... 25 min**
- 6. What qualifies as continuing education? ..... 25 min**
- 7. Timeline & Next Steps ..... 5 min**

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Decisions from previous  
meetings

# Decisions made by Design Group 3 (1 of 2)

## Key Decision Points:

1. Content – Identify Core Competencies

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

2. Number of Training Hours

*\* 90 hours minimum*

3. Internship

*\* Required as part of a CHW Training, minimum of at least 50 hour*

4. Training modality/methodology

*\* Based on Adult Learning Principles, should include role play and be interactive*

5. Training Delivery

*\* In-person training recommended; hybrid training to include in-person sessions with distance learning in “real-time.” Online training will not be allowed.*

# Decisions made by Design Group 3 (2 of 2)

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The following Key Decision Points still need to be made:

1. Training vendor criteria
2. Instructor qualifications
3. How does the training program assess proficiency?
4. Determine/develop type of assessment
5. What qualifies as continuing education?

\*Key Decisions Points that are bolded and underlined are the ones we will focus on today

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# Training Vendor Criteria

# Training Vendor Criteria – Connecticut **DRAFT**

<b>Organization Information</b>	
<b>Instructor(s) Information</b>	<p>Should there be a certain % taught by CHW or co-taught with a CHW?            What do we want to know or require of the instructor(s)?            Recommendation so far:</p> <ul style="list-style-type: none"> <li>• “Experience – At least 1000 cumulative hours of experience training individuals who provide community health work services including promotores, community health workers, and other health care paraprofessionals and professionals in the previous six (6) years.” Adapted from Texas.</li> <li>• “At least 40% of the hours of instruction shall be taught or co-taught by faculty who are Community Health Workers or Community Health Worker Trainers.” Adapted from Massachusetts.</li> </ul>
<b>Number of Training Hours</b>	<i>*Must meet a minimum of 90 hours of training</i>
<b>Training Method(s)</b>	<i>*Based on Adult Learning Principles, should include role play and be interactive</i>
<b>Training Delivery</b>	<i>* In-person training recommended; hybrid training to include in-person sessions with distance learning in “real-time.” Online training will not be allowed.</i>
<b>Content – Core Competencies</b>	<i>* C3 Core Competencies previously decided on by the SIM CHW Advisory Committee</i>
<b>Internship</b>	<i>* Required as part of a CHW Training, minimum of at least 50 hour</i>
<b>Evaluation Methods</b>	How do they plan to assess students in the training?

# Training Vendor Criteria - Texas

Potential training sites must submit an application with a curriculum for their desired certification and a plan for delivering future training.

\*Refer to [Training Program/Sponsoring Organization Application for Certification](#)

All Training Program/Sponsoring organization applicants must complete the following:

- SECTION I. APPLICATION CATEGORY:
  - PROVIDE CHW CERTIFICATION TRAINING (AT LEAST 160 HOURS)
  - PROVIDE TRAINING TO FULFILL CONTINUING EDUCATION REQUIREMENTS
  - PROVIDE INSTRUCTOR CERTIFICATION TRAINING FOR INSTRUCTORS (AT EAST 160 HOURS)
  - PROVIDE TRAINING TO FULFILL CE FOR INSTRUCTORS
- SECTION II. TRAINING PROGRAM/SPONSORING ORGANIZATION INFORMATION
  - DEMOGRAPHICS OF THE PROGRAM/ORGANIZATION INCLUDING:
    - TYPE OF ORGANIZATION
    - IS ORGANIZATION ACCREDITED BY THE COUNCIL FOR HIGHER EDUCATION ACCREDITATION OR SIMILAR ACCREDITATION BODY?
- SECTION III. TRAINING PROGRAM/ SPONSORING ORGANIZATION EXPERIENCE
  - LIST OUT TRAINING OR SPONSORING TRAINING OVER THE LAST 2 YEARS WITH TITLE AND COMPETENCIES COVERED



# Training Vendor Criteria - Texas

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- SECTION IV. INSTRUCTOR(S)
  - IN LATER SLIDE
- SECTION V. TRAINING INFORMATION
- SECTION VI. EVALUATION METHODS
- SECTION VII. COURSE INFORMATION BY COMPETENCY AREA
- SECTION VIII. CEO/DESIGNEE SIGNATURE

# Training Vendor Criteria - Indiana

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To be eligible, a vendor must meet the following requirements:

- There is an “on-ramp” for higher education offered to students.
- There is a process in place for “grandfathering” existing CHWs.
- There is a process for continued education in place by vendor or through their partners.
- Vendor has experience delivering successful training to students.
- There is a process for screening students to ensure they exhibit the characteristics of a successful CHW.
- There is interactive learning during the course.
- There are clear standards for testing students’ knowledge of the material.
- CHW curriculum stays within the CHW Scope of Practice.

# Training Vendor Criteria - Indiana

- Vendor Profile
  - Provide name of curriculum and contact information
- Curriculum Development Profile
  - Provide name of developers, including their resume highlighting qualifications/relevant experience
  - Provide tools/materials used in curriculum development
- Recruitment Profile
  - Provide demographics of targeted students and recruitment processes
  - Is a background check is required?
  - Is contact maintained with students after completion?
  - Is there a process for students to provide feedback about training after they secure employment?
- Course Profile
  - Provide name of course and trainers, number of training hours and sessions
  - Cost of training, opportunities for scholarships
  - Delivery method
  - What learning materials are provided? Do they have a use after course has ended?

# Training Vendor Criteria – Massachusetts (272 CMR 5.04)

Minimum Standards for Full Approval of CHW Education and Training Programs:

- Program Mission and Governance
  - (a) ... recognizes and supports the history and purpose of the CHW workforce.
  - (b) ... organized independently of any other education and training program offered by the parent institution.
  - (c) ... shall employ practices and methodologies that are:
    1. inclusive and accessible to individuals with different learning styles, educational backgrounds and student needs, including but not limited to disability;
    2. consistent with the diversity principles and cultural competency
  - (d) ... shall be affiliated with a parent institution. The parent institution shall appoint a competent administrator and shall provide ... with adequate resources to effectively administer the program.

# Training Vendor Criteria – Massachusetts (272 CMR 5.04) con't.

Minimum Standards for Full Approval of CHW Education and Training Programs:

- (e) ... shall award a certificate of completion to students who successfully complete the program.
- (f) ... shall publish current policies which describe the specific, non-discriminatory criteria for program admission, credit transfer, attendance, withdrawal, termination and re-admission into the program; documentation and record maintenance of students, and student rights and grievances.
- (g) ... shall maintain written policies for conducting the following: internal assessments to evaluate the program; and evaluation of students' acquisition of the knowledge and skills related to the 10 core competencies



What training vendor criteria should be recommended for Connecticut?

# Training Vendor Criteria - Connecticut

What is important to include for Connecticut's training vendor criteria?

<b><u>Accreditation:</u> Is their organization accredited by The Council for Higher Education Accreditation or similar accreditation body?</b>	Yes	No
<b><u>Experience:</u> Have they trained or sponsored training over the last 2 years?</b>	Yes	No
<b><u>Career Ladder:</u> Is there an "on-ramp" for higher education?</b>	Yes	No
<b><u>Organization Type:</u> What type of organization are they? (Community College, CBO, Non-Profit, etc.)</b>	Yes	No
<b><u>Screening:</u> Is there a process for screening students?</b>	Yes	No
<b><u>Recruitment:</u> How do they plan to recruit people for training?</b>	Yes	No
<b><u>Cost:</u> How much will the training cost?</b>	Yes	No
<b><u>Frequency:</u> How often will this training be provided?</b>	Yes	No
<b><u>Evaluation:</u> Are there clear standards for testing students' knowledge of the material?</b>	Yes	No
<b><u>Organization:</u> Is this training organized independently of any other education and training program offered by the parent institution?</b>	Yes	No

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# Instructor Qualifications



# Instructor Qualifications - Texas

A **Community Health Worker Instructor** is an individual approved by the department to provide instruction and training in one or more core competencies to promotores or community health workers.

## Instructor Certification Requirements

- Texas resident
- Must be 18 years old
- Completion of an approved 160-hour competency-based Community Health Worker Instructor training program certified by DSHS

**OR**

- Experience – At least 1000 cumulative hours of experience training individuals who provide community health work services including promotores, community health workers, and other health care paraprofessionals and professionals in the previous six (6) years.

# Instructor Qualifications - Michigan

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\*Michigan CHW Alliance (MiCHWA) provides their own certification training.

- Must have a basic understanding of public health (including public health theory and principles, community-based health, social determinants of health, etc.)
- Must have experience working with CHWs or as a CHW.
- Must have training experience related to CHWs or other healthcare professionals.
- Must agree to adhere to the curriculum in full and sign the MiCHWA CHW Training Program licensing agreement, along with a sponsoring organization/employer.

# Instructor Qualifications - Massachusetts

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## Faculty:

- The curriculum delivered by a faculty consisting of instructors who possess the knowledge, skills and competence to effectively teach a curriculum which meets the requirements of section 5.04(2).
- At least 40% of the hours of instruction shall be taught or co-taught by faculty who are Community Health Workers or Community Health Worker Trainers.



What instructor qualifications should be recommended for Connecticut?

# Instructor Qualifications - Connecticut

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- Experience – At least 1000 cumulative hours of experience training individuals who provide community health work services including promotores, community health workers, and other health care paraprofessionals and professionals in the previous six (6) years.
- At least 40% of the hours of instruction shall be taught or co-taught by faculty who are Community Health Workers or Community Health Worker Trainers.

Anything else?

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How does the training program  
assess proficiency?

# How does the training program assess proficiency?

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## **Capital Community College**

Students are evaluated throughout the program, i.e. projects, quizzes, exams. Each module of the program builds upon the next so by the end the students demonstrate proficiency in all of the identified competencies.

## **Southwestern AHEC**

Class participation in discussions, and activities for each session. Pre- and post-tests of the materials covered each day are given, and reviewed the following session and scored by the students, discussing of each question. Daily evaluations of the training completed by the students, and their feedback becomes part of the ongoing training. On the last day of the training, the students present on a group project looking at skills covered in the training. It is assessed by their peers and instructors.

# How does the training program assess proficiency?

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## **Housatonic Community College**

On a daily/weekly basis students are given independent and group assignments. This is for assessment purposes and to enhance the skills and core competencies needed to be proficient in various CHW roles. Students engage within the classroom CHW GUEST from various agencies and partners to educate and share roles and job description expected in various CHW capacities.

## **Gateway Community College**



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Determine/develop type of  
assessment

# Definition of Assessment

In education, the term **assessment** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

Assessment is often used interchangeably with test, but not limited to tests.



# Assessment Types & Purposes

## ASSESSMENT TYPES & PURPOSES



### DIAGNOSTIC

Used to identify current knowledge and/or misconceptions about a topic.

*Good for pre and post assessments.*



### FORMATIVE

Used to provide feedback during the instructional process.

*Good for viewing growth over time.*



### SUMMATIVE

Used to sum up learning at the end of the instructional process.

*Good for assessing mastery and performance/production levels.*

### DIAGNOSTIC EXAMPLES

- Pre and post-tests
- Self-assessments
- Discussion board responses \*\*
- Entry/Exit tickets
- Interviews \*\*
- Observations
- Polling

### FORMATIVE EXAMPLES

- Student observations
- Homework
- Reflection journals/ Sketchbooks \*\*
- Socratic discussions
- Student/Teacher conferences
- Peer reviews
- Informal presentations \*\*
- Portfolios - on-going \*\*
- Project phases submitted over time \*\*
- Think/Pair/Share
- Visual Thinking Strategies
- Critiques \*\*

### SUMMATIVE EXAMPLES

- High-stakes tests
- Multiple choice
- Checklists
- Portfolios - culmination \*\*
- Performances \*\*
- Rubrics \*\*
- Teacher-created tests
- Essays \*\*
- Capstone projects \*\*

**\*\* Indicates an authentic/performance assessment.** Authentic assessments are performance-based tasks focused on construction and application.

# Determine/develop type of assessment



How should Connecticut assess CHWs in training?

*Does not have to be a test.*

*Can be done in more than one way.*

# Determine/develop type of assessment - Connecticut

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- Not just a test
- Pre and Post-tests
- Skills assessments
- Capstone Project or Portfolio or some combination
- **Other?**

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What qualifies as continuing education?

# Is 20 hours of continuing education helpful? Necessary? Appropriate?

- 20 hours is consistent with other states
- What other factors should we consider?

State	Certification Length of Time	Continuing Education Requirements	Other Requirements
Florida	2 years	10 hours/year	\$100
Massachusetts	2 years	15 hours	Fee, CORI check
New Mexico	2 years	30 hours	\$45, CORI check
Oregon	3 years	20 hours	CORI check
Rhode Island	2 years	20 hours	Fee
Texas	2 years	20 hours	

# Continuing Education Units (CEUs)

- Continuing education units, or CEUs, are awarded by many education and training providers to signify successful completion of non-credit programs and courses intended to improve the knowledge and skills of working adults. Among the most common uses of CEUs are to record refresher, transitional, or knowledge improvement accomplishments for professional workers undergoing what is called *continuing professional education*.
- CEUs are similar in theory to academic credits but differ in two important respects:
  - CEUs are not awarded for academic study and do not represent, or provide, academic credit; and
  - They may be awarded for a variety of experiences in different settings whose only common criterion is that they be measurable, supervised educational or training experiences with defined starting and ending points.



# Continuing Education - Texas

- Have Certified CEUs through their DSHS
- Required 20 hours of continuing education
- Carl Rush - *“I don’t think any state specifies required content for CEUs (i.e., only the required number of hours); I don’t think they do that for other professions either. Most require that CE be delivered by education providers who are approved or accredited by the state certification program. In Texas a provider can choose to get approval only to offer CEUs. In Texas and I believe in some other states, CHWs can count some CEUs from non-approved sources as well, including some independent study.”*

# Continuing Education – New Mexico

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- In order to be recertified, applicants will have to complete 30 hours of department approved continuing education every 2 years.

# Continuing Education - Indiana

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- Continuing Education Units (CEUs) are critical to maintaining professional knowledge in a career as a Community Health Worker. CEUs include time spent learning about mental health, substance use, ethics and Peer Support services. CEUs DO NOT include time spent in an employment and/or volunteer position. CEUs are measured in hours (1 hour of learning = 1 hour of CEU).
  - Conferences
  - Webinars
  - Workshops, seminars, trainings, presentations
  - Self-study
- Created tracking sheet

# Continuing Education - Indiana



## CONTINUING EDUCATION (CEU) RECORD

Training Date	Provider/ Agency	Instructor/ Presenter	Training Title	Training Topic(s)	CEU Hours

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# Timeline

# Timeline

**Today - June 6<sup>th</sup>**

Design Group 3 Phone Call \*Between in-person meetings

Key Decisions Points

Training Vendor Criteria

Instructor Qualifications

How to assess proficiency?

Type of Assessment

Qualifications for Continuing Education

**June 19<sup>th</sup>**

Full Group Meeting (In-person)

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Next Steps