
CONNECTICUT
HEALTHCARE
INNOVATION PLAN



Community Health Worker
Advisory Committee
Design Group 3 - Training

May 4, 2018

Agenda

- 1. Introductions & Review decisions from previous meetings 10 min**
- 2. Training vendor criteria & discussion 20 min**
- 3. Instructor qualifications & discussion 20 min**
- 4. How does the training program assess proficiency? 10 min**
- 5. Determine/develop type of assessment 20 min**
- 6. Timeline & Next Steps 10 min**

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)

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**

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

Training Vendor Criteria

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 LEAST 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

- 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

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 – 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

Training Vendor Criteria - Connecticut



What training vendor criteria should be in place for Connecticut?

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

- 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

- **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 in place for Connecticut?

How does the training program
assess proficiency?

How does the training program assess proficiency?

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?

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

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.

Timeline

Timeline

May 4th

Design Group 3 Phone Call *Between in-person meetings

Key Decisions Points

Training Vendor Criteria

Instructor Qualifications

How to assess proficiency?

Type of Assessment

May 15th

Design Group 3 Meeting (In-person)

Key Decisions Points

Anything still undecided or needing further discussion

Next Steps