



CHW Montana

CHW Fundamentals

APRIL 14, 2017



CHW Fundamentals

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CHW Fundamentals

Overview



CHW Fundamentals – Montana is a standardized course designed to provide training for individuals in Montana interested in becoming a CHW or for those who are already in CHW positions. It is 60 hours in length consisting of 4-15 hour modules. CHW students are expected to achieve a PASS in each module attempted. There is also a 20 hour supervised on-the-job experience which requires successful achievement of core CHW skill competencies and completion of a Case Study Project. The purpose of CHW Fundamentals is to prepare individuals to realize the following driving definition of the CHW.

CHW Driving Definition – APHA 2009

“...a frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community served. This trusting relationship enables the CHW to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery. A CHW also builds individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support and advocacy.”

CHW Fundamentals

Learning Outcomes



At the end of CHW Fundamentals, participants will:

1. Display positive behaviors and attitudes needed to effectively succeed in the role and fulfill the responsibilities of a CHW.
2. Incorporate legal requirements and ethical guidelines into all responsibilities particularly when observing, reporting, and documenting.
3. Exhibit effective communication, coaching, and counseling skills and the ability to collaborate with a multi-disciplinary healthcare team.
4. Identify how healthcare and public/community health structure, design, issues, and technology influence the coordination and management of care and services, and effect quality and safety.
5. Use critical thinking, appropriate decision making, and organization and coordination skills to ensure appropriate and timely delivery of resources, services, and care.

CHW Fundamentals

Learning Outcomes, Cont.

6. Integrate into the provision of resources and services, the values and needs of the cultures and practices of the populations and communities represented.
7. Provide outreach, advocacy, and social support to promote health needs.
8. Perform community/individual education programs to build capacity, promote health, and bring about change.
9. Engage in self-care and personal safety.
10. Demonstrate required CHW skill competencies.

CHW Fundamentals

8 Core Competencies

- ❖ Communication
- ❖ Interpersonal Relationships
- ❖ Organization
- ❖ Service Coordination
- ❖ Capacity Building
- ❖ Advocacy
- ❖ Teaching
- ❖ Self-Care

CHW Fundamentals Requirements

1. Possess a high school diploma or GED
2. Complete the CHW Fundamentals designated *Computer Literacy Assessment*

Go to <https://www.digitalliteracyassessment.org/>

Take and complete with a passing score

Module 1 – Basic Computer

Module 2 – World Wide Web

Module 3 - Social Media

CHW Fundamentals

Modules

There are 4 - 15 hour Modules in CHW Fundamentals with each Module divided into 3-5 hour Units

- 1. Community Health Worker: Roles and Responsibilities**
- 2. Communicating and Collaborating with Individuals, Groups, and Communities**
- 3. Quality Healthcare Systems: Organizing and Coordinating Resources, Services, and Care**
- 4. Providing Outreach, Advocacy, and Promoting Healthy Communities**

CHW Fundamentals

Module Instructional Design

Module Title and Description

Module Objectives and Units

Module Requirements and Expectations

Module Content and Application Activities

- ❖ Required Reading
- ❖ Instructional and Supplementary Resources
- ❖ Relevant Terminology and Glossary
- ❖ Module Assignments

Module Summary

CHW Practice Journal

Module Evaluation



Types of Instructional Activities

- ✓ Reading
- ✓ Checklist
- ✓ Inventory
- ✓ Application Activity
- ✓ Case-Study
- ✓ Mini-Project – For example, developing a community education program
- ✓ CHW Practice Journal



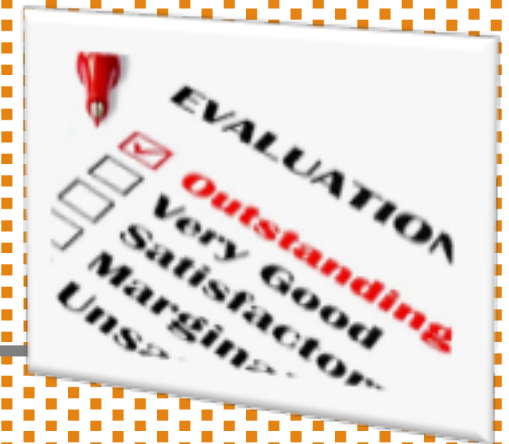
CHW Practice Journal



The CHW Practice Journal focuses on what students learned in the Modules and how that learning affects future practice. The following are sample questions.

- ❖ Describe 2 most important things (knowledge or skills) you learned from completing this Module.
- ❖ Describe 1 area of knowledge or skill you are still unclear or unsure about. Identify how you will obtain or develop the knowledge or skill.
- ❖ In what 3 ways will what you learned in this Module affect the way you will practice as a CHW?

Module Evaluation



Date: _____

CHW Fundamentals Module Evaluation

Instructions: This evaluation is voluntary. It can be anonymous or feel free to include your name. Please answer all of the questions to the best of your knowledge. Your answers are very helpful in making any needed changes. **Check with your facility or instructor for direction on how to submit this evaluation.**

Use the scale below to tell us about your learning experience. Check the box that best reflects your evaluation.

| 5 = Excellent 4 = Good 3 = Fair 2 = Poor 1 = Very Poor | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| 1. This Module as a whole was: | | | | | |
| 2. The organization and readability of this Module was: | | | | | |
| 3. The content of this Module was: | | | | | |
| 4. Information about what was needed to complete this Module was: | | | | | |
| 5. Clarity about Module competencies was: | | | | | |
| 6. Usefulness of Module assignments to understand content was: | | | | | |
| 7. The description of the assessment and grading was: | | | | | |
| 8. The extent assessments made me critically think was: | | | | | |
| 9. The extent assessments helped promote and apply my learning was: | | | | | |
| 10. The way in which I learned the skills presented in this Module was: | | | | | |
| 11. The assessment of the skills I learned in this Module was: | | | | | |
| Comments: | | | | | |

Use the scale below to tell us about the time and effort you invested in this Module. Check the box that best reflects your evaluation.

| 3 = High 2 = Average 1 = Low | 3 | 2 | 1 |
|--|---|---|---|
| 12. The amount of effort needed for me to succeed in this Module was: | | | |
| 13. The amount of effort I put into this Module was: | | | |
| 14. This level of challenge this Module had for me was: | | | |
| 15. The increase in my ability and skills as a result of completing this Module was: | | | |
| 16. The amount of time I needed to invest to complete this Module was: | | | |
| Comments: | | | |

Use the scale below to tell us about your instructor for this Module. Check the box that best reflects your evaluation. Check N/A if you did not have a formal instructor.

| 5 = Excellent 4 = Good 3 = Fair 2 = Poor 1 = Very Poor | 5 | 4 | 3 | 2 | 1 | N/A |
|---|---|---|---|---|---|-----|
| 17. The instructor's knowledge about the content was: | | | | | | |
| 18. The instructor's ability to challenge my thinking was: | | | | | | |
| 19. The timeliness of instructor feedback was: | | | | | | |
| 20. The usefulness of instructor feedback was: | | | | | | |
| 21. The availability of the instructor to answer my questions was: | | | | | | |
| 22. The instructor's fairness in assessing my work was: | | | | | | |
| 23. The instructor's ability to provide constructive criticism was: | | | | | | |
| 24. Overall, the instructor's attitude and enthusiasm for teaching was: | | | | | | |
| Comments: | | | | | | |

Please tell us a bit more:

25. How did this Module contribute to you being able to assume CHW role and responsibilities?

26. What more would you have wanted to know about the content and skills presented in this Module?

27. In your opinion, what were the strengths of this Module?

28. In your opinion, what areas of this Module could be better developed?

29. In what ways would you improve a learner's experience with this Module?

Module 1. Community Health Worker: Roles and Responsibilities

15 Hours



Module 1 Description

In this Module, students learn the roles and responsibilities of CHWs which includes positive workplace behaviors and attitudes and personal and professional boundaries. In addition, the Module focuses on legal requirements and ethical guidelines and how to effectively observe, report, and document in a technological environment. Also emphasized is the importance of self-care and personal safety.

Module 1. Community Health Worker: Roles and Responsibilities, Cont.

Module 1 Objectives

At the end of this Module, students will:

1. Effectively integrate the CHW role and responsibilities into daily work activities.
2. Exhibit positive workplace behaviors and attitudes and self-care and personal safety strategies.
3. Recognize professional, personal, and community boundaries.
4. Explain key legal requirements and ethical guidelines and how they impact the role and responsibilities of the CHW.
5. Demonstrate skill in observing, reporting, and documenting using technology.

Module 1. Community Health Worker: Roles and Responsibilities, Cont.

Module 1 Units

The following are the three Units found in this Module.

- A. CHW Role, Responsibilities, and Boundaries, Positive Behaviors and Attitudes; Self-Care and Safety**
- B. Legal Requirements and Ethical Guidelines**
- C. Observation, Reporting, and Documentation using Technology**

Module 2. Communicating and Collaborating with Individuals, Groups, and Communities

15 Hours

Module 2 Description



In this Module, students learn verbal, nonverbal, and written communication skills and how to develop and maintain positive interpersonal relationships with individuals, groups, populations, and communities. They will also learn the use of coaching and counseling to promote change and approaches and strategies to collaborate with a multi-disciplinary healthcare team. Also emphasized is building cultural awareness, sensitivity, and competence to effectively work with a variety of individuals, groups, and communities.

Module 2. Communicating and Collaborating with Individuals, Groups, and Communities

Module 2 Objectives

At the end of this Module, students will:

1. Describe the differences between the types of individuals, groups, populations, and communities that may be served.
2. Demonstrate appropriate verbal, nonverbal, and written communication in a variety of CHW situations.
3. Build interpersonal, interviewing, and conflict management skills.
4. Appreciate the values and needs of representative cultures when working with individuals, groups, and communities.
5. Develop skills in coaching and counseling to help promote change.
6. Apply strategies to ensure effective teamwork and collaboration with a multi-disciplinary healthcare team.

Module 2. Communicating and Collaborating with Individuals, Groups, and Communities

Module 2 Units

The following are the three Units found in this Module.

- A. Working with Individuals, Groups, Populations, and Communities: Verbal, Nonverbal, and Written Communication; Interviewing and Conflict Management Skills; Coaching and Counseling**
- B. Interpersonal Skills; Cultural Awareness, Sensitivity, and Competence**
- C. Teamwork and Collaboration with Multi-disciplinary Healthcare teams**

Module 3. Quality Healthcare Systems: Organizing and Coordinating Resources, Services, and Care

15 Hours



Module 3 Description

In this Module, students learn about the structure, function, delivery, and current issues and the technology used in healthcare, public, and community health systems. They also learn about the importance of promoting quality and ensuring safety. Focus is also on critical thinking skills and problem solving as a framework for making effective decisions and evaluating a variety of CHW situations. Also emphasized is organizing and coordinating and resources, services, and care.

Module 3. Quality Healthcare Systems: Organizing and Coordinating Resources, Services, and Care

Module 3 Objectives

At the end of this Module, students will:

1. Explain the structure, function, and delivery of healthcare, public, and community health systems.
2. Explore current political, financial, and environmental issues in healthcare, public, and community health.
3. Identify the role and responsibilities CHWs have in promoting quality and ensuring safety.
4. Use effective critical thinking to solve problems and make effective decisions.
5. Display knowledge and skill in organizing and coordinating resources, services, and care.

Module 3. Quality Healthcare Systems: Organizing and Coordinating Resources, Services, and Care

Module 3 Units

The following are the three Units found in this Module.

- A. Healthcare Systems: Structure, Function, Delivery, and Current Political, Financial, and Environmental Issues. Quality and Safety for CHWs**
- B. Critical Thinking, Problem Solving, and Decision Making**
- C. Organizing and Coordinating Resources, Services, and Care**

Module 4. Outreach, Advocacy, and Promoting Healthy Communities

15 Hours

Module 4 Description

In this Module, students explore the importance of outreach, their role as an advocate, and strategies to develop social support. They also learn teaching/learning/change principles to create individual/community education programs that recognizes assets, builds capacity, and promotes health.



Module 4. Outreach, Advocacy, and Promoting Healthy Communities

Module 4 Objectives

At the end of this Module, students will

1. Develop outreach skills.
2. Identify strategies to advocate and bring about social support.
3. Recognize change as a concept and as an important process.
4. Use teaching/learning principles and instructional design.
5. Create individual/community education programs that recognize assets, build capacity, and promote health.

Module 4. Outreach, Advocacy, and Promoting Healthy Communities

Module 4 Units

The following are the three Units found in this Module.

- A. Outreach and Advocacy**
- B. Recognizing Assets, Capacity Building, and Change**
- C. Teaching and Learning to Promote Health**

CHW Fundamentals

Supervised Experience



20 Hours

Supervised Experience Overview

Under supervision, students complete a 20 hour on-the-job experience which culminates in successful demonstration of CHW core skill competencies and completion of one case study project.

Expectations and Requirements

Core Skill Competency Demonstration Guidelines and Assessment

CHW Case Study Project

CHW Core Skill Competencies

| CHW Core Competency | Skills |
|------------------------------------|---|
| Communication | Observing, Reporting, Documenting, and Interviewing Skills |
| Interpersonal Relationships | Active Listening, Counseling Skills, and Conflict Management |
| Organization | Priority Setting, Time Management, and Building Work Plans |
| Service Coordination | Community Mapping, Locating Referral Resources, and Networking |
| Capacity Building | Assessment Tools, Motivational Interviewing, and Problems Solving |
| Advocacy | Outreach and Advocacy Skills Assessment |
| Teaching | Information Collection, Instruction, and Change Assessment |
| Self-Care | Wellness Profile and Personal Safety Assessment |



CHW Advanced

Modules In:

Geriatrics

Mental Health

Chronic Disease

Dental

Maternal-Child Health





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