**UTAH CHW BROAD-BASED COALITION**

**Mission Statement:** *To Support and Promote the work of CHWs in Utah*

**Purpose:**

The purpose of the Curriculum Framework Rating Rubric is to provide a means for assessing current

practices related to core competencies/scope of practice, sequence of modules/content, content delivery method, number of hours to completion, cost of training, year program developed, credentials of facilitator(s), evaluation components included, evaluation of program (by CHW working in the field), cost of curricula materials for Utah, availability to share and adapt curricula to Utah

**Directions:**

1) Review each of the rubric items either individually or as a team

2) Determine on a scale of 1-6, the extent to which current practices meets the criterion statement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** |
| **Does not meet any criteria** | **Sometimes meets all criteria**  **Or**  **Inconsistently meets part of the criteria** | **Often meets all criteria**  **OR**  **Consistently meets part of criteria** | **Most of the time meets all of the criteria**  **OR**  **Inconsistently meets most of criteria** | **Almost always meets all criteria**  **OR**  **Consistently meets most of the criteria** | **Consistently meets all criteria** |

3) Review the scores provided for each rubric item to determine the strengths of current state curricula and any gaps that may be present

4) Determine steps needed to strengthen the Utah CHW statewide curriculum.

**Curriculum evaluated (State/name):\_***Ex: Penn Center for CHWs UPENN****\_*\_\_**

**QUALITY CURRICULUM FRAMEWORK**

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| --- | --- | --- |
| *Core Competencies/Scope of Practice* |  | **COMMENTS** |
| 1. The curriculum framework includes comprehensive notes for core sessions, including materials required, number of hours, who should facilitate, and overview of content and sources | **1 2 3 4 5 6** |  |
| 1. The curriculum framework includes a clear description for roles/responsibilities of trainer and participants | **1 2 3 4 5 6** |  |
| 1. The curriculum framework includes sessions that cover the following core competencies: |  |  |
| * 1. Communication skills | **1 2 3 4 5 6** |  |
| * 1. Interpersonal & relationship building skills (e.g. motivational interviewing) | **1 2 3 4 5 6** |  |
| * 1. Service coordination and navigation skills | **1 2 3 4 5 6** |  |
| * 1. Capacity building skills | **1 2 3 4 5 6** |  |
| * 1. Advocacy skills | **1 2 3 4 5 6** |  |
| * 1. Education and Facilitation Skills | **1 2 3 4 5 6** |  |
| * 1. Individual and Community Assessment Skills | **1 2 3 4 5 6** |  |
| * 1. Outreach Skills | **1 2 3 4 5 6** |  |
| * 1. Professional skills & conduct | **1 2 3 4 5 6** |  |
| * 1. Knowledge base | **1 2 3 4 5 6** |  |
| 1. Additionally, the curriculum framework includes sessions that cover: |  |  |
| * 1. Stress Management/Self Care for the CHW | **1 2 3 4 5 6** |  |
| * 1. Safety in the field for CHW | **1 2 3 4 5 6** |  |
| 1. The curriculum framework includes sessions that cover the following core roles and scopes of practice for CHWs: |  |  |
| * 1. Cultural mediation between communities and health and human service system | **1 2 3 4 5 6** |  |
| * 1. Informal counseling and social support | **1 2 3 4 5 6** |  |
| * 1. Providing culturally appropriate health education | **1 2 3 4 5 6** |  |
| * 1. Advocating for individual and community needs | **1 2 3 4 5 6** |  |
| * 1. Assuring people get the services they need | **1 2 3 4 5 6** |  |
| * 1. Building individual and community capacity | **1 2 3 4 5 6** |  |
| * 1. Providing services | **1 2 3 4 5 6** |  |
| 1. The curriculum framework includes repetition and review throughout the training | **1 2 3 4 5 6** |  |
| 1. The curriculum framework includes homework for each participant | **1 2 3 4 5 6** |  |
| 1. The curriculum framework provides information on working with patients/clients across settings (hospital, outpatient, clinic, home visits, community) | **1 2 3 4 5 6** |  |
| 1. The curriculum is delivered using adult learner style techniques including discussion, role-playing, job shadowing, clinic tours, field trips | **1 2 3 4 5 6** |  |
| 1. The curriculum framework provides information on ending the patient/client relationship | **1 2 3 4 5 6** |  |
| 1. The curriculum framework provides a standardized patient role-play assessment periodically throughout training | **1 2 3 4 5 6** |  |
| 1. The curriculum framework has a testing component to “graduate” patients successfully completing the training course. Examples including but not limited to: audio tape evaluations, standardized patients, reflective journals,  and quizzes. | **1 2 3 4 5 6** |  |

**SCOPE AND SEQUENCE ELEMENT**

|  |  |  |
| --- | --- | --- |
|  |  | **COMMENTS:** |
| 1. The curriculum framework includes scope (what should be taught) and sequence (guidance for the order in which to teach) | **1 2 3 4 5 6** |  |
| 1. The scope addresses all content areas | **1 2 3 4 5 6** |  |
| 1. The sequence reflects known adult learning techniques and is immediately useful, relevant, welcoming, engaging and respectful | **1 2 3 4 5 6** |  |
| 1. The scope and sequence includes meaningful and functional skills and concepts | **1 2 3 4 5 6** |  |
| 1. The scope and sequence is aligned with national standards and/or outcomes | **1 2 3 4 5 6** |  |

**ACTIVITIES AND INSTRUCTION ELEMENTS**

|  |  |  |
| --- | --- | --- |
|  |  | **COMMENTS:** |
| 1. The curriculum framework includes activities and instructional practices | **1 2 3 4 5 6** |  |
| 1. The activities and instructional practices are developmentally appropriate and culturally and linguistically responsive | **1 2 3 4 5 6** |  |
| 1. The activities and instructional practices include hands-on experiences | **1 2 3 4 5 6** |  |
| 1. The training schedule and environment is arranged to support the activities and instructional practices | **1 2 3 4 5 6** |  |

**MONITORING SERVICES OR BENEFITS PARTICIPANTS RECEIVED ELEMENT**

|  |  |  |
| --- | --- | --- |
|  |  | **COMMENTS:** |
| 1. The curriculum framework includes methods for ongoing monitoring of participants’ experience and benefits received | **1 2 3 4 5 6** |  |
| 1. Progress monitoring methods are objective and not biased by culture, language, or individual characteristics | **1 2 3 4 5 6** |  |
| 1. Progress monitoring results are purposefully used for modifying and revising elements of the curriculum framework | **1 2 3 4 5 6** |  |

**OVERALL CURRICULUM FRAMEWORK**

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| --- | --- | --- |
|  |  | **COMMENTS:** |
| 1. The curriculum framework is acceptable to all key stakeholders | **1 2 3 4 5 6** |  |
| 1. The curriculum framework represents the CHW Broad-based Stakeholder Coalition’s mission statement | **1 2 3 4 5 6** |  |
| 1. The curriculum framework is comprehensive and integrated | **1 2 3 4 5 6** |  |
| 1. The elements of the curriculum framework are flexible | **1 2 3 4 5 6** |  |
| 1. Implementation of the curriculum framework is a collaborative effort and represents input from several types of stakeholders | **1 2 3 4 5 6** |  |
| 1. Curriculum framework is easily reproducible to fit Utah’s needs | **1 2 3 4 5 6** |  |
| 1. Curriculum framework/materials is/are cost-effective for Utah’s needs | **1 2 3 4 5 6** |  |