

# *Hawai'i CHW V Conference*

Thursday, August 10, 8am-4pm

(Maui Economic Opportunity, 99 Mahalani St.)

- 8:30 Registration, continental breakfast, networking, view exhibits
- 9:30 *Conference Opening*
- 10:40 *Historical Overview of the CHW Model in the U.S.* Lee Rosenthal and Ho'oipo DeCambra, Introduced by Val Starkey
- 11:15 *CHW Certification and Credentialing*-Carl Rush
- 1pm *The Development of CHW Associations in the U.S.* Durrell Fox
- 2:00 *Working Groups*: Meet with other CHW from your island to plan future activities
- 3:30 Brief Reports, Next Steps
- 4pm Closing

# *Hawai'i CHW Faculty Technical Assistance Workshop*

Thursday, August 10, 2-5pm  
(Cameron Center, 95 Mahalani St)

- I. Introductions of Hawai'i-based faculty and NEC team
- II. Overview of CHW-NEC Project

Friday, August 11  
8:30am-4pm  
(Maui Community College, Ka Lama Room 107, 310 Ka'ahumanu Avenue)

Opening:

- |              |                               |  |
|--------------|-------------------------------|--|
| 8:30am-10am  | SESSION I                     | <i>Workforce Assessment and Market Development-Carl Rush and Lee Rosenthal</i> |
| 10:30-12noon | SESSION II                    | <i>Curriculum/Program Development-Durrell Fox, Mark Homan and Don Proulx</i>   |
| 1-2:30pm     | SESSION III                   | <i>Instructional Approaches: Sergio Mattos and Mark Homan</i>                  |
| 2:30-4pm     | HAWAI'I FACULTY GROUP MEETING | Strategic Planning Session   |

## **Community Health Workers' Statement**

We are community health representatives, outreach workers, health promoters, community health workers, and volunteers. Although we live in different times and places, we have a lot in common. We want to be able to do what is best for our communities. We want to be respected and rewarded for our knowledge and skills. We want opportunities to get more training and to advance within our field. We insist on having a voice in all policy and practice issues that affect us. We want to be more involved in program planning and development, in addition to program implementation. As we begin to get to know one another and work together, we are gaining strength and power.

## **Community Health Worker National Educational Collaborative Key Considerations**

All project partners in the Community Health Worker National Education Collaborative (CHW NEC) are at various stages in the implementation and evaluation of their CHW curriculum for their respective institutions of higher education. The role of the Advisory Council is to help advise project partners in these various stages, so that their CHW college-supported educational programs are truly responsive and representative of the past, present, and future of CHWs as well as community and employer needs.

The CHW-NEC recognizes that both paid and volunteer CHWs work throughout the US promoting health and access to care in their communities.<sup>1</sup> Educational programs should strive to serve these existing CHWs and new community members who wish to serve as CHWs

First and foremost, from the viewpoint of the Advisory Council, the integration of CHWs at all levels in program planning, implementation, and evaluation will provide the strongest foundation for creating a truly responsive educational program that builds on the CHWs' knowledge of the communities where they live and work. Every opportunity in program development and implementation must be taken to ensure the voice of CHWs is not lost.

Overall, the Advisory Council recommends integrating the best practice approaches identified by the CHW NEC in order to develop a balanced program responsive to workforce need. The CHW-NEC has identified seven Best Practice arenas organized around key steps in the development of a CHW program (A-G below). The Advisory Council has identified ten key considerations that fall under these seven areas. The combined list is now presented. Among these many key considerations, the Advisory Council notes that advocacy to assure educational program sustainability and to promote the needs of communities served by CHWs should be anticipated by all CHW educational programs.

### **Best Practice Areas and Key Considerations**

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<sup>1</sup> As an emerging force in Public Health, a clear definition of the contemporary roles and competencies of CHWs is still evolving. The CHW-NEC looks forward to leadership from CHWs in the field currently working to develop a formal definition and will share such a definition with all project partners as it is made public.

## I. Program Development

### A: Workforce Assessment and Market Development

1. Community health workers (students) need external support for education especially from current and future employers.

### B: Institutional Climate and Program Development--

2. College-supported education for CHWs must take into account various student/faculty backgrounds and integrate these into program design and anticipate the impact their education will have once they graduate:

## II. Program Implementation

### C: Curriculum Design & Instructional Approaches

3. Offering a diverse curriculum/teaching style for both community and classroom experience is essential as well as promoting core CHW skills.

### D: Instructional Approaches

4. Focusing on effective instructional approaches that engage students becoming CHWs and CHWs becoming students is key.

### E: Recruitment and Retention

5. There are various personal barriers to address especially during the orientation process in order to assure student success.
6. Life and work experience needs to be honored... seek opportunities to give credit where credit is due.
7. Career building incentives must be varied and need to lead to other opportunities

## III. Program Evaluation

### F: Evaluation

8. Evaluation processes are needed and they must be multilevel and ongoing.

## IV. Program Maintenance

### G: Sustainability

9. Sustainability efforts are needed and must address student and institutional needs **college supported educational programs.**
10. **Policy and advocacy are an integral part of developing and implementing successful CHW educational programs. Skills in these areas should be developed in faculty, staff, and students both to promote the educational program and the well being of the communities served by the CHWs.**

The following example is intended to facilitate the review of the attached document prepared by the Advisory Council for CHW NEC partner review. The example depicts how each Best Practice and Key consideration is presented:

**Example:**

**A: Best Practice Area**

- a) **Specific Key Considerations pertaining to this Best Practice area**
  - i) **Sub-categories of key consideration**
    - Details regarding item

## **A: Workforce Assessment and Market Development**

Workforce assessment and market development includes exploring the current employment market, workforce policy, and financial climate for CHWs as well as identifying and developing volunteer and paid CHW positions in the college service area. College-supported CHW educational programs must play an active role in assessing the availability of and opportunities for CHW jobs in their service area. Program staff should anticipate playing an active role in the development of the CHW field overall into a more sustainable component of the health workforce. College staff too must explore ways to link education to promotion opportunities within existing CHW employment sites.

### **1) Community health workers (students) need external support for education especially from current and future employers:**

- i) Collaborating agencies involved in the process include:
  - The Learning Institution offering:
    - Flexible Hours
    - Scholarships
    - Support Services (Childcare, transport assistance, alternative community based sites for classes)
  - Local Health Department offering:
    - Technical Assistance re: community assets/needs
  - Funding Sources offering:
    - Support for students/faculty/staff
  - Work Environment offering:
    - Flexible hours
    - Tuition reimbursement
    - Continuation/Advancement within agency

## **B: Institutional Climate and Program Development**

Program development and institutional climate includes a comprehensive set of activities to aid in refining the overall CHW educational program development, implementation, and evaluation at the educational institution. It is important that every college-supported CHW educational program integrate involvement from experienced CHWs in their program at every stage through inclusion of CHWs as planners, faculty, and student mentors to meet their institution's and community's needs.

### **2) College-supported education for CHWs must take into account various student/faculty backgrounds and integrate these into program design and anticipate the impact their education will have once they graduate:**

- i) CHWs must be involved in all stages of program planning, implementation, and evaluation.
  - CHWs can aid college administration in:
    - Planning and developing curriculum specifically to meet the needs of the community served
    - Establishing internship/mentorship programs within health related agencies
    - Evaluating the implementation process including impacts on students and the community

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- ii) Programs should promote and support CHWs as faculty--
  - Programs should develop CHW leadership in their programs; possibly expanding mechanisms for CHWs to gain specialized teaching certification if needed as well as long term objectives that promote CHWs at the helm as faculty should be developed
- iii) CHWs college-supported educational programs should be flexible.
  - College-supported educational program should offer:
    - Flexibility and self-growth opportunities,
    - Foster natural mentoring between alumni, experienced students & newly entering students.
- iv) Programs need to allow for a wide variety of ages/experience, educational & work history backgrounds, family & financial situations, culture and personal desire.
  - Institutional policies should:
    - Consider pre-assessment arrangements for students who may have experience in course content areas; include CHWs in identifying ways that these assessments can be undertaken
- v) Career path options should be enhanced and developed:
  - Institutions/Colleges can develop and expand employment opportunities within the community by:
    - Recommending employers seek/pay for better services provided by educated CHWs.
    - Establishing opportunities for shadowing experiences in different target health fields, so students develop early networking skills within the community.
    - Creating opportunities through practicum experience for developing job seeking and technical skills, such as resume development, interviewing skills, and support in asking for promotions in existing job

### **C: Curriculum Design**

Curriculum design indicates the overall course structure (i.e., number of credits, elective courses etc) and course content that is utilized in a CHW educational program. Intimate knowledge of one's community is an essential part of being a CHW. It is essential that all individualized community educational methods and individualized classroom experience take into account local community and cultural context, tailoring the curriculum to the community in order enhance CHW knowledge and skills in the field.

### **3) Offering a diverse curriculum/teaching style for both community and classroom experience is essential as well as promoting core CHW skills.**

- i) Curriculum should anticipate adult learning approaches
  - Curriculum should build on a mix of methods and learning styles including:
    - group skills,
    - individual skills
    - listening/oral tradition learning skills,
    - writing and reading skills

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- on-line opportunities
- processing field and life experience
- ii) Community health worker core competency classes should be mandatory
- iii) Electives opportunities are important
  - Institutions can offer/open up technical skill electives to CHWs students and vice versa
  - Encourage/require students to enroll in college supported courses (i.e. communication elective) where class room experience is available.
  - Develop opportunities for CHWs to take other classes at/from other institutions-example: the CDC has helped to develop Public Health Courses at Dine (Navajo) Community College

**D: Instructional Approaches**

Instructional approaches include the methods that are utilized in the capacity building/teaching process including assessment of competence for college credit, interactive classroom activities (role plays, etc) and fieldwork. College supported educational programs must not lose focus when working with two keys groups – CHWs becoming students and students becoming CHWs. Experienced CHWs are the change agents of their communities. New students have the capacity to impact the delivery of health in their communities and to grow as CHWs. The knowledge of both groups and their experience in the educational system will impact their approach in their own community education efforts.

**4) Focus on effective instructional approaches that engage students becoming CHWs and CHWs becoming students.**

- a) Adult learning methods should be utilized for all students using highly interactive, participatory and liberating approaches
- b) Help CHWs learn how you become an effective student in college.
  - (i) Faculty/staff should support CHWs in:
    - Navigation of the school
    - Learning the process of higher education
- c) Help new CHW students focus on how you become an effective CHW in the community.
  - (i) Faculty/staff should support students becoming CHWs through
    - Orientation to the field and access to field work
    - Expose CHW students to CHWs who have the experience of navigating the community

**E: Recruitment and Retention**

Recruiting and retaining students refers to strategies utilized by a CHW educational program to ensure that students/CHWs enter and stay enrolled in a CHW educational program. Strong recruitment and retention must be carried out by CHW college supported educational programs breaking down barriers and helping to develop appropriate and relevant systems that will support CHW efforts to further their learning.

**5) There are various barriers to address especially during the orientation process in order to assure student success.**

- ii) Institutional objectives/guidelines should develop mechanisms for assessing prior learning/experience in all students; in credit-bearing programs this should include offering credit for documented prior learning
  - College supported educational programs must introduce/adopt adaptable guidelines for college entrance and skills assessment requirements including:
    - Alternative admissions requirements (alternatives to GED, high school graduation requirements)
    - Strategies for addressing language barriers
    - Approaches to building reading/writing skills readiness
- iii) Mechanisms should be developed to address the fear of failure for all students (experienced/new CHWs) and the barriers that are basis for the fear.
  - Institutional policies must help faculty and staff address possible early failure through allowing flexibility.
    - Give student's opportunities to learn and assess learning utilizing methods that are comfortable, while giving them the chance to explore other learning methods, such as papers and tests.
    - Introduce cultural awareness and sensitivity topics early by sharing personal experiences about CHWs work experience & student experience.
    - Be careful how CHWs are defined and discuss issues of inclusion and exclusion so that all students and program faculty and staff feel confident that they understand the breadth and depth of who is included within the CHW field
  - Curriculum design and instructional approaches affect student outcome.
    - Introductory courses give students a chance to experience "student life" to decide whether or not the program is suitable for them and possibly help eliminate the fear of failing or of becoming a failure.
  - Institutional flexibility equals sustainability concerning retention of students and might include:
    - Addressing the unique needs for family support such as affordable to free daycare assistance for students who are taking courses and need study time.
    - Evening courses taken once or twice a week or weekend courses.
    - Community sites for courses

**6-Life and work experiences need to be honored... seek opportunities to give credit where credit is due:**

- iv) Life experiences as well as on the job training should be evaluated to assess student need for course work. Look at:
  - Credit by assessment
    - This must be culturally responsive and should offer a range of assessment strategies for credit.
    - As a part of this portfolio documentation of competence should be included as an option for competency testing

**7-Career building incentives are varied and need to lead to other opportunities:**

- i) Develop a clear vision of what the impacts are of having a college supported CHW education:
  - College supported educational programs must assess future career opportunities at the beginning stages of planning the program.
    - Document opportunities available to CHWs with a college supported education.
  - College based educational programs must help build advancement opportunities for college prepared CHWs in health and human services related careers.
    - Evaluate if post-college course work will lead to CHW promotions and increased compensation and enhanced benefits
    - Network with employers to promote incentives (example: tuition reimbursement) for CHWs to obtain college-supported CHW education.
    - Assess with employers and CHWs if there are additional areas of curriculum focus needed to respond to the market

**F: Evaluation**

Evaluation of the CHW educational program includes evaluating a wide range of variables including such areas as student outcomes in the classroom and workplace, curriculum content, staff and faculty development, field placements, and the institutional climate. Assessing programs successes and challenges is a key obligation of those coordinating CHW college supported education programs.

- 8) Evaluation processes are important to establishing and refining program success; they must be multilevel and ongoing.**

**G: Sustainability**

It is important that every college supported CHW program work on issues of sustainability. Sustainability efforts should be targeted to supporting and sustaining all aspects and phases of a CHW educational program and it should include goals for sustaining all contributors to the program including students, staff and faculty, and field partners.

- 9) Sustainability efforts are needed and must address a wide range of levels including student and institutional needs in college supported educational programs.**
- 10) Policy and advocacy are an integral part of developing and implementing successful CHW educational programs. Skills in these areas should be developed in faculty, staff, and students both to promote the educational program and the well being of the communities served by the CHWs.**