

Summary of Take Home Ideas (Don Proulx, CHW-NEC Project Director)

“Six (6) Take Home Ideas for CHW College Responsive Program Development”

- 1. The first Rule is “KISS IT”...Keep it simple and salient from the start. Begin with an entry-level core competency-based “basic certificate” curriculum, which is CHW informed and employer validated**
- 2. Avoid unrealistic and unnecessary academic admissions barriers for a basic entry-level program; avoid unnecessary pre-requisites**
- 3. “Take IT (the curriculum/program) to the Students”...to the Community...make IT “Student-Centered” not Campus-Centered**
- 4. “Built IT from the Outside In” not from the Inside Out...build the curriculum from the perspective of the community-based CHW practice sites (not from the campus/traditional academic perspective), rather from where CHWs work and serve their communities**
- 5. “Exercise Academic Humility” i.e., invite seasoned/active CHWs and employers to inform and validate the curriculum and the instruction that the college offers. Engage CHWs as program advisors, as teachers, as guest lecturers, as fieldwork site leaders, supervisors, and preceptors to validate competence of students, as mentors and advisors for students, offering help for “CHWs as students” to navigate the college...etc. In other words, fully engage experienced/seasoned and successful CHWs in supporting the college’s development and delivery of a CHW responsive program!**
- 6. Make sure IT meets a “4 As Test:”**
 - Is IT Appropriate? Is IT entry-level, welcoming to adult learners, liberating, language-sensitive, competency-based, and culturally appropriate?**
 - Is IT Acceptable? Is IT at a content level of acceptability (i.e., don’t require pharmacology, A&P, full blown medical terminology courses, etc., when this is truly not needed)...do the training in the context of the unique character and need of the community(ies) being served.**
 - Is IT Accessible? Avoid barriers to matriculation...like academic screenings which make non-traditional learners feel fearful; offer the instruction where students live and work in the college’s service region; are transportation issues and options addressed (i.e., student car pools...public transportation options); can childcare alternatives be explored/offered?**
 - Is IT Adaptable? Is IT “community evidence-based?” Is IT tailored to “unique population/neighborhood needs?” Can instruction be “scheduled in blocks of time, like over weekends”...can “distance learning technology” reach students in multiple sites...is this technology user friendly...can resource-poor communities and disadvantaged students have access to distance learning technology?**