

CoP Meeting Agenda

Project: Health Worker Community of Practice

Date: September 27, 2016

Time (Pacific): 1-2pm

Dial-in: 213-992-5321; **PIN:** 28561

Attendees:

- Monique Cuvelier – President, Talance, Inc., California
- Scott Carlson - Community Health Worker Training Project Supervisor, Office of Healthy Communities, Washington State Dept. of Health, California
- Masako Berger - Health Systems Monitor, Nevada
- Amanda Santos - new CHW coordinator, Nevada
- Quinn Cartwright - Project Manager, Nevada Community Health Worker Association, Nevada
- Yanitza Soto - Community Health Worker Program Manager, Arizona Department of Health Services, Arizona

Agenda Items:

1. Introductions and greetings
2. Open discussion
 - 1) Local projects with community colleges and training pathway development.
 - Community colleges: core providers of community health worker trainings
 - a) Washington:
 - i) Investigating on incorporating entry-level training for CHWs who are part of a larger allied health pathway and are looking into moving to higher level allied health professions (e.g. nurse, medical assistant, or other clinical positions)
 - ii) Now offering on-campus trainings for CHWs with credits that can be used for additional education in those colleges
 - (1) e.g. Tacoma already giving credits to participants (5 or 10 credits for the class).
 - (2) Offering free training leading to a certain number of credits may increase participation in CHW trainings in colleges.
 - iii) No certifications offered yet.
 - b) Arizona
 - i) Three identified community colleges offer CHW certificate program
 - (1) Central Arizona college offers an online program (launched in Fall of 2016)
 - (a) With internship component (1 yr or 2 sem long)
 - internship program: reflects Dietetics program

- (b) - students identify where to complete the internship; area of internship have respective mentors
 - (c) Yanitza - offered to send online program info to the group for ideas on the program
 - (2) Pima Community College, Tucson
 - (a) 2 hours away from the Mexican border
 - (3) Arizona Western College, Yuma
 - (a) Closest to the Mexican border
 - (b) Not heavily focused on the Hispanic population
 - c) Nevada
 - i) CHWs program offered at the Truckee Meadows Community College
 - ii) Working on an internship model: "Mentor-mentee program"
 - (1) Hybrid online course
 - (a) Will be sending out assessment survey to gather information about the level of experience of the CHW community
 - (b) Not in person
 - (c) Ideal candidate for mentors: CHWs who have a broad experience on the field or are already established in the position.
- *These training programs are created to collaborate with community colleges and not to compete with these colleges. More specifically, the trainings are created for CHWs who may not identify with any of the community college's offered routes. The ultimate goal is to offer the best health education to the CHWs so they can offer the best work they can provide to the population.*
 - 2) Possibility of putting up CHW classes for seniors in high schools.
 - a) Washington: Most trainees are sent by employers to do the training, not for further education.
 - b) Others do the training to seek better employment opportunities.
 - i) Younger trainees - interesting to pursue for the CHW trainings.
 - c) AHECs role in recruiting and training younger CHWs.
 - i) Trainings complement with the state's CHW program.
 - 3) Washington:
 - a) Considerations:
 - i) Need for guidance on workforce development.
 - ii) Need to track participants.
 - b) Working on some pilot projects with Foundation for Healthy Generations
 - i) Development of ad hoc networks across the state
 - c) The department's CHW trainings are recognized by some qualified health centers.

- 4) In-person workshop recently completed for Health Literacy Course.
 - a) Additional Features:
 - i) Different kinds of activities, more role plays, more interactive topics
 - (1) What is health literacy?
 - (2) Reasons for low health literacy.
 - (3) Assessment tools
 - (4) Universal precautions
 - (5) Communication skills
 - (6) Written communication skills
 - (7) Organizational health literacy
 - b) 2.5 hours presentation
 - c) To be put in its Pilot Phase before it becomes openly available.
 - i) Volunteers to try out the curriculum:
 - (1) Washington team.
 - (a) May pilot this course as an add-on to existing trainings.
 - (i) Will have to discuss with Debbie and other key members of the team.
 - (2) Nevada team.
 - (a) Would be happy to see if students would like to test this course out.
 - d) Email monique@talance.com for more details about the course.
3. Group recruitment.
 - 1) Washington - Debbie recruited some folks from Illinois.
 - 2) Recruit someone to help with a few tasks.
 - a) Welcoming crew. (Get contact info from new members, tell them where to get info, meeting topic scheduling, identify new members)
 - i) Volunteer, Quinn
 - (1) Will need everyone's contact info.
4. Next meeting topic: Finding partners and establishing partnerships.
 - 1) Be ready with questions and experiences or examples to share that might be helpful.
5. Doodle will still be used for scheduling meetings.
 - 1) Will send out another Doodle time for the next meeting.
6. Recording and minutes of the call will be sent to the newsgroup.
7. Amanda needs her email set up
 - 1) asantos@nevada.unr.edu

