

## CoP Meeting Agenda

**Project:** Health Worker Community of Practice

**Date:** January 21, 2017

**Time (Pacific):** 9AM to 10AM Pacific

### Attendees:

Monique Cuvelier – President, Talance  
Scott Carlson - Community Health Worker Training Project Supervisor, Washington  
Quinn Cartwright - Health Systems Monitor, Nevada  
Debbie Spink - Community Health Worker Trainer, Washington  
Brenda Ralls - State Health Dept., Utah  
Ana Guymon - State Health Dept., Program evaluator, Utah  
Yanitza Soto - Community Health Worker Program Manager, Office of Chronic Disease, Arizona Department of Health Services  
Rachel Cisco (Asst. to Kris Juliar) - Office of Rural Health, Montana  
Kristin (Kris) Juliar - Montana

### Agenda Items:

1. Introductions and greetings
2. Open discussion
  - 1) Montana (Rachel): Currently researching more on CHW curriculum and trainings
    - a) No programs available yet
    - b) Planning to come up with a formalized curriculum and training
  - 2) Nevada (Quinn): CHW program
    - a) Recently started with Talance - about a year ago.
      - i) Created Nevada Community Health Workers Association, six months later
        - (1) Central agency that holds and coordinates trainings
        - (2) Tracks certificates and trainers
        - (3) Key in running the trainings
      - ii) Recently started 7th or 8th class in January (Las Vegas and Carson City)
        - (1) Class filled up in 45 minutes after being opened
      - iii) Been getting positive feedback about the training
        - (1) Looking to add more modules
          - (a) Continuing education
      - iv) Trained 114 in total, 47 in the new class
      - v) Discontinued remote training
        - (1) Last in-person day, not as successful
        - (2) Students felt getting not as much benefit from someone teaching from another state with different resources and systems in place
    - b) Partnered with local AmeriCorps group

- i) Trains a group of about 20 AmeriCorps course yearly
    - ii) Expedited course (condensed four-week course instead of 8 weeks)
      - (1) Online course, week one and two of the regular course are both taken in week one of the condensed course.
      - (2) Exclusively for the AmeriCorps students
        - (a) Have dedicated time for the course
        - (b) Completion rate: 100%
          - (i) Required to complete the course as part of their training.
  - c) Nevada Community Health Workers Association role
    - i) During startup stages
      - (1) Helps in decision-making
        - (a) Topics to cover in the training
      - (2) Provides background work based on best practices from training curriculum and other state.
        - (a) Helpful for states that are starting with their own trainings. Saves a lot of effort and time.
- 3) Utah (Brenda): Has a CHW coalition and association
  - a) Divided into 5 workgroups (Advocacy, Workforce Development, Evaluation...)
  - b) Working on their own curriculum
    - i) Advantage: University of Utah did a trial with CHWs and community health coaches
      - (1) Interest focus: Prevention
      - (2) Received funding from the Office of Women's Health
      - (3) 490 women participants over 5 years of study
      - (4) Curriculum developed from this study
  - c) Started with a group from Utah Public Health Association
    - i) Most likely developed simultaneously when the need for training was realized
- 4) Washington State (Debbie): Hybrid training
  - a) In-person sessions
    - i) Develops future networking opportunities
    - ii) (Nevada) - partners with local community colleges in Las Vegas and Reno
      - (1) Offer in-person classes
      - (2) All trainings provide the same basic and core information for the CHW courses.
      - (3) Truckee Meadows Community College, started an all online CHW course at the end of last year
  - b) 3 community colleges require Medical Assistants students to complete CHW training

- i) Yakima Valley Community College, moving force in ensuring that students who take the CHW training (completely online) can receive 5 college credits
      - (1) Processing fee = \$90 only
      - (2) Completion of 5 courses, students get a Patient Navigator Care Coordinator Certificate
- 5) Montana: Developing an Allied Health Curriculum with a big grant from Department of Labor
  - a) They will see how this will match up with the community health worker core competencies course
- 6) Arizona (Yanitza):
  - a) Has 3 community colleges in different regions of state offering certificate programs
    - i) One offers online only certificate program, Central Arizona Community College
      - (1) Goal: Reach community workers who may not identify with going to community college route or it is just more convenient for them to do the online training
  - b) Currently identifying the pathway from community college programs into the University system
    - i) University of Arizona
      - (1) Bachelors of Public Health
    - ii) Arizona State University
      - (1) Working on creating a Bachelor of Community Health, Bachelor of Care Coordination, or Bachelor of Integrated Health
      - (2) Goal: streamline community college certificate program into the bachelor programs
    - iii) Northern Az University
  - c) Other community Colleges involved:
    - i) Maricopa Community Colleges system
      - (1) Hub of community colleges
      - (2) Central Az College
    - ii) Pima Community College
    - iii) Arizona Western Community College
    - iv) Paradise Valley Community College
      - (1) Working to create Care Coordination certificate
- \* Certificates may have different names but students can still “utilize it at the same capacity”
- d) Identifying community college option is important
  - i) Currently, no statewide certification available
  - ii) State Department of Health
    - (1) Don’t oversee any type of CHW training for the state

- (2) Working towards having participation in providing further education or certification to CHWs
    - e) Barriers to getting the certificate:
      - i) Language
      - ii) Not losing interest of CHWs who have performed in their jobs for several years without a certificate
      - iii) Time to get information
      - iv) Cost of specific community college route
        - (1) One of the community colleges is establishing relationships with workforce development agencies and programs to plan for employers to cover tuition for employees.
    - f) Available online trainings:
      - i) Focus: Disease-specific information
  - 7) Washington (Scott)
    - a) Some modules developed through 1422, 1305 Chronic Disease Grant framework
      - i) May be shared with other agencies who are developing their curriculum
    - b) Format used for the eLearning Management System: SCORM (industry standard) or Common Cartridge
3. Possible topics for next meeting:
- 1) Sustainability or Innovative Partnerships
    - a) Helpful considering federal funding programs MIGHT end in the next 1-2 years
  - 2) Reaching out to Spanish speaking groups or developing a Spanish version of curriculum
    - a) Not just translating the course word for word but have cultural translation
    - b) *Next meeting's topic*
4. Yanitza: Information on central role of the registered nurse and integration of CHWs into community team-based care.
- 1) To be sent to the group (through Monique)
5. Housekeeping questions
- 1) Meeting schedule
    - a) Frequency - Monthly
    - b) Date - Decide through Doodle poll
  - 2) Maintain the open discussion part of the meeting in the future
    - a) Reserve for any emerging issues or questions at the time of the call
  - 3) <https://community.talance.org> - meeting history and resources available here
  - 4) Sharing of contact information
    - a) Send contact info to Quinn to update the spreadsheet