



## AGENDA+NOTES

### Kansas Community Health Worker Coalition **Education** Committee

**Goal:** *Continually improve the content and process of Community Health Worker education in Kansas.*

**Meeting Date:** 11/14/2023

**Meeting Time:** 10 – 11 am

**Location:**

<https://wichitastate.zoom.us/j/98412305187?pwd=bW1RbjM0eVIUOXJyMDFCSEZ6U0dZZz09>

**Education Committee Co-Chairs:**

Barb Wiman & Marixendra Alvarez

**Attendees:** Danielle Brazelton, Erin Martinez, Debra Cooper, Katrina Caide-Schneweis, Elaine Johannes, Chase Koob, Marixendra Alvarez, Barb Wiman, Alissa Rankin, Jackie Betance, Lucia Jones

**WSU CEI Support:** Alissa Rankin (Facilitator), Megan Betts

	Topic	Discussion
1.	Welcome & Introductions	
2.	Old Business	<p>Updates:</p> <p><b>Upcoming Continuing Education Unit offerings</b></p> <ul style="list-style-type: none"> <li>Kansas Department of Health &amp; Environment asynchronous learning topics: <ul style="list-style-type: none"> <li>Housing &amp; rental assistance.</li> <li>Working with undocumented clients</li> <li>Mental health resources in other languages (Spanish Speaking)</li> <li>Increasing understanding of U.S. Systems (e.g., police, healthcare mental health, etc.)</li> </ul> </li> <li>Recovery/Treatment resources in Spanish (SUD)</li> <li>All asynchronous learning topics with the United Methodist Health Ministry Fund: <ul style="list-style-type: none"> <li>Child Care Aware resource</li> <li>Family planning and birth spacing</li> <li>CHW self-care (Possibly in Spanish)</li> <li>CHW screening and referrals for early childhood families</li> <li>CHW voter engagement</li> <li>CHW advocacy for patients</li> <li>De-escalation strategies for CHW home visiting</li> <li>Increasing access to digital services (Kansas Office of Broadband Development),</li> <li>Housing support (Climate and Energy)</li> </ul> </li> <li>Mid-America Regional Council will be coming out with some additional learning opportunities. Their current opportunities are also on their Government Training Institute (GTI) learning management system. It requires a login. If you are interested, please request a free login with Alissa.</li> </ul> <p><b>Spanish Cohort Updates</b></p> <ul style="list-style-type: none"> <li>KDHE contractor finished the translation of the curriculum.</li> </ul>

		<ul style="list-style-type: none"> <li>The Spanish Course Planning Team and the Equity Team at KDHE are reviewing it for cultural competencies.</li> <li>Salud+Bienestar in Wichita is offering Cohort 17 as a KCHWC curriculum provider. They are teaching in English and providing technical assistance to their learners in Spanish. They may consider piloting in Spanish for their 2<sup>nd</sup> cohort.</li> </ul> <p><b>Mentoring program update</b></p> <ul style="list-style-type: none"> <li>Mentoring pairs are meeting and reporting their meeting dates, times, reflection on process, successes, etc.</li> <li>Had to re-pair one mentor as their mentee was unable to continue. New pair is meeting successfully.</li> <li>Megan will continue to transition in the project manager role and report on updates in the future.</li> </ul> <p><b>Lead Instructor Meeting &amp; NEW Six-Month Rule</b></p> <ul style="list-style-type: none"> <li>Recap from October: Want to ensure that as many CHWs who have completed the course as possible applying for certification.</li> <li>It was recommended that anyone completing the course do so within six months of the last class date (e.g., submitting service learning, final projects, etc.).</li> <li>Katrina has been sending out reminders and requests to a good-sized list. Have students you are in contact with reach out to their Lead Instructor or Katrina for more information if needed.</li> </ul>
3.	New Business Discussion	<p><b>Cultural Communications Licensing</b></p> <ul style="list-style-type: none"> <li>How can we best meet the needs of CHWs who are bilingual and in the medical field?</li> <li>It might be beneficial to offer CHWs training in medical interpreting.</li> <li>Marixendra is finished with the train-the-trainer course and is applying for licensing to become an instructor. Hoping to offer this as either (1) a Continuing Education Unit opportunity and/or (2) the Symposium breakout/plenary session. Helping individuals know how to work in the “dual role” as an interpreter and CHW.</li> <li>There are nine codes of ethics for the interpreter training.</li> <li>It is common for CHWs to work in both roles.</li> <li>In the CHW course, Barb works to help CHWs understand that their job descriptions should reflect that they are required to or encouraged to work in a dual role.</li> <li>Marixendra’s business, CJS Interpreting Services, also provides training for staff when she provides interpreting services. One of the guidelines that she adheres to is making sure that interpreters do not omit or change anything that the client/patient and providers are saying.</li> <li>Some of the interpreting strategies and information could easily be incorporated into the CHW course.</li> <li>Any additional questions can be directed to Mariexendra at Marixendra Alvarez-316-821-0345 - <a href="mailto:generaladmin@cjsts.net">generaladmin@cjsts.net</a></li> </ul> <p><b>Bilingual status on the registry</b></p> <ul style="list-style-type: none"> <li><a href="https://kschw.org/chw-registry/">https://kschw.org/chw-registry/</a></li> </ul>

- Is this something that we want to incorporate on the registry? Sunflower Health Plan as an MCO can only use Certified interpreters. If they could check with their CHW status as well, it would be useful.
- There is a difference between being qualified to interpret versus certified to interpret. Knowing the difference on a registry could be helpful to KCHWC and employers.
- It might be interesting to include a survey question at the symposium to determine if CHWs would like to be included in the process.

#### **Service-Learning Discussion for Cohort 20**

- Special cohort to be offered at Topeka Public Corrections led by Treva Smith.
- No computers will be available.
- Committee members brainstorm service learning ideas:
  - Role plays
  - Focus groups where the learner is practicing dialogue, interviewing skills, community assessment skills (assessing the facility's health care), etc.
  - Log how much time they are doing these skills
  - Patient simulation
  - NPR report on incarcerated people writing articles about access to food and making healthy choices. They submitted the articles to the press. Maybe use this model for access to health care, incarcerated people can reflect on their access to healthcare both in and out of incarceration, guard health, etc. IDEA: CHW newsletter could possibly write an article or publish regular articles.
- Consider dual credit for the learners.

#### **Mastery of Competencies Worksheet**

##### **Background:**

- KCHWC and WSU staff are still in the discussion phase of determining whether or not the service learning covering *all* core competencies is a *requirement* or if that is just a recommendation. KCHWC could decide that for Kansas, after discussion with the Education Committee meeting.
- Regarding the mastery of the competencies, Katrina developed a draft Competency Worksheet for the work pathway. Explore keeping the WSU review process to a minimum. Maybe include a checklist, and the CHW applicant can verify that they have mastery of the competencies with a signature or a checkbox.

##### **Committee discussion:**

- Work pathway – How do we measure the competency level of applicants?
- Include the name, phone number, and signature of who is filling it out if requiring the employer or volunteer coordinator/supervisor/community-based organization/mentor to complete it.
- IDEA: Have it completed by the CHW applicant and have their employer/coordinator/supervisor/mentor verify and review it and then include their signature. Include two signature lines, one CHW, and one supervisor. Provide an explanation for the applicant if, in the case, there is no supervisor or employer. *Caution:* Be careful about leaving it open for *anyone* to verify/review because of potential fraud.
- The recommendation from the Education Committee is to move forward with the recommendations above and the Competency Worksheet that Katrina created. *See the end of the NOTES document.*

4.	Tasks	
5.	Other Updates & Announcements	KDHE Updates – none.
	Adjourn	
<b>Next Meeting Date, Place, and Time:</b> The Education Committee meets on the 3 <sup>rd</sup> Tuesday of every month 10-11 a.m. (Virtual Meeting). Tuesday, December 12, 2023 • Tuesday, January 16, 2024 • Tuesday, February 20, 2024		
<b>Current Meeting Agreements</b>		
<b>Who</b>	<b>Will do what</b>	<b>By when?</b>
Katrina	Update the Competency Worksheet to include signatures	ASAP
Alissa	Take discussion for bilingual/multilingual qualification to be added to the original Certification Application and CHW registry.	December Certification Task Force meeting

NOTE: See below for the Competency Worksheet.

## EXAMPLE COMPETENCY WORKSHEET

Below are the 12 core competencies that a Kansas CHW should exhibit. Please follow this link to review the core competencies in detail: <https://kschw.org/wp-content/uploads/2022/06/KS-CHW-Core-Competencies-1.pdf>

On the list below, provide additional information about how you personally exhibit these competencies in your personal and/or work/volunteer capacity.

Name of competency:	How do you exhibit this competency in your daily life/current role?
1. Professionalism and Conduct	
2. Self-awareness	
3. Service Coordination and System Navigation	
4. Education to Promote Healthy Behavior Change	
5. Advocacy	
6. Individual and Community Capacity Building	
7. Effective Communications Strategies	
8. Cultural Responsiveness	
9. Documentation and Reporting	
10. Use of Public Health/Community Health Concepts and Approaches	
11. Individual Assessment	
12. Community Assessment	

The list below includes examples of what your completed form **might** look like. Please keep in mind that there are several different ways to complete this form and meet the core competency expectations.

<b>Name of competency:</b>	<b>Example:</b>
1. Professionalism and Conduct	<i>I exhibit professionalism and conduct by being a team player, maintaining boundaries with clients, practicing good time management skills, etc.</i>
2. Self-awareness	<i>I have interviewed another CHW to observe the roles and responsibilities of a CHW. In the interview, I learned that.....</i>
3. Service Coordination and System Navigation	<i>I provide support to clients by making referrals to community resources, providing translation services, etc.</i>
4. Education to Promote Healthy Behavior Change	<i>I have volunteered at a local health fair to distribute resources about XXXXX, facilitated a community resource/health related training about..... which had XX number of attendees, etc.</i>
5. Advocacy	<i>I actively advocate for the individuals in my community to assist them in receiving needed care and/or resources. Most recently I advocated for another individual by.....</i>
6. Individual and Community Capacity Building	<i>I serve as a role-model in my community, and encourage others in my community to advocate for themselves and improve our community. One of my proudest moments as a community role model was when.....</i>
7. Effective Communications Strategies	<i>I have practiced effective communication strategies with others by practicing active listening, utilizing open-ended questions with clients, and addressing conflict in a safe and effective manner. One example of how I de-escalated a heated situation was when....</i>
8. Cultural Responsiveness	<i>I respect the vast cultural differences present in my community, and recognize how these cultural differences may affect health outcomes in my community. Some of the different cultures/cultural values that I encounter on a regular basis are.....</i>
9. Documentation and Reporting	<i>I take diligent notes on the individuals that I work with in order to..... I reflect on the notes that I take which allows me to.....</i>
10. Use of Public Health/Community Health Concepts and Approaches	<i>I share data-driven information about health topics that are relevant to my community. Some topics include.... I promote and advocate for preventative measures within my community by....</i>
11. Individual Assessment	<i>I regularly evaluate the topics that are relevant to my communities by communicating with community members, helping clients identify their goals, assessing barriers, etc.</i>
12. Community Assessment	<i>I remain aware of the issues affecting my community, and assess what barriers that are present. Some of the barriers that my community experiences are....</i>