



Paula F. Nickelson
 Director

Michael L. Parson
 Governor

MISSOURI COMMUNITY HEALTH WORKER APPLICATION FOR CURRICULUM PROVIDER CERTIFICATION RENEWAL

Instructions for Curriculum Provider Certification Renewal Application

Please provide the information requested under each section below. Add additional pages as needed. Return this form and any additional materials requested to DHSS via:

- Mail: Department of Health and Senior Services, c/o Community Health Worker Program, PO Box 570, Jefferson City, MO 65102 or
- Email: CHW@health.mo.gov.

Curriculum Provider Contact Information

Name of Applicant Program:

Address:

City:

State:

Zip Code:

Primary Contact:

Phone Number:

Email Address:

General Program Information

Type of Institution: Please describe the type of institution where the CHW training will be offered.

Note: Eligible institution types include non-profit organizations, health clinics, for-profit organizations with an emphasis on education, and institutions of higher learning. Applications from other institutions will be rejected.

Total Number of In-Class Hours: The state requires a minimum of 100 hours of classroom instruction. This can include a combination of in-person and online instruction. Please include the total number of in-class hours.

Note: Applications that offer fewer than 100 hours of classroom instruction will be rejected.

Online Instruction: Provide a detailed description of how students are engaged through online and in-person class meetings. Please describe how the program engages with students through synchronous (delivering materials in real-time) virtual or in-person settings AND asynchronous (materials completed independently virtual or in-person setting).

Note: It is recommended (but not required) that the majority of hours are delivered in a synchronous way (either virtually or in person).

PROMOTING HEALTH AND SAFETY

The Missouri Department of Health and Senior Services' vision is optimal health and safety for all Missourians, in all communities, for life.

Program Description: Describe the broader program or institution, including the mission statement and how the program or institution can support the CHW workforce and ensure the workforce continues to meet the values and decisions of CHWs. The program should demonstrate an understanding of CHWs and their roles, an understanding of CHW core competencies and health disparities in their communities, and a clear mission statement and organizational goals that align with community health work and addressing health disparities.

Training History: Describe the program or institution's training history for CHWs or other similar professionals. This includes training previously offered or that may be offered in the future.

Commitment to Health Equity: How is the program or institution committed to health equity? Discuss ways that the program or institution addresses diversity of participants, including how participants are recruited and marketing is carried out. Examples may include composition of board, use of community advisory boards, description of characteristics or demographics of leadership, diversity of training program participants, or description of how community is represented within organizational structure.

Academic Credit: Please describe whether it is possible for participants in the CHW course to receive academic credit. If academic credit is offered the institution should provide a clear path for a smooth transition to associate degree and the possibility of credit for prior learning.

Note: There are no requirements for programs to provide academic credit.

Target Enrollment and Frequency of Course Offerings: Discuss the total annual target enrollment and expected number of times the CHW course will be offered each year. Programs who have previously offered CHW training can provide data from prior years. Programs who have not yet offered the CHW course during their time as a certified curriculum provider can provide projections.

Note: It is recommended that organizations hold at least two classes per year with a minimum of 8 students. Courses should be offered year-round and are not required to follow a traditional academic calendar.

Admission Policy: Describe the program's admission policy, including a sample application and criteria for admission evaluation. Please also describe any marketing tools used. Marketing materials should include description of core competencies, CHW role, and potential career opportunities. Describe the pathways for distribution of materials.

Program Content and Design

CHW Education and Teaching Philosophy: Please provide a detailed description of how the training program's teaching philosophy aligns with Missouri's CHW Core Competencies.

Interactive Learning Methods: Discuss ways that the course uses popular education and/or adult learning theory to ensure course materials and instructions are tailored to CHWs and adult learners. Examples of interactive learning methods may include student pair/group activities, online surveys, case studies, facilitated discussions, peer evaluations, or role playing.

Participant Support: Describe how the program provides support to address the needs of participants. This includes a description of expectations of instructors in providing different types of learning support and an outline of a plan to provide disability support services and accommodations, if necessary.

Learning Environment: What is the learning environment for trainees? Provide information about how the program provides a supportive, confidential, and safe learning environment for all participants. Examples for physical sites include ADA compliant sites, adequate tools for instructors (e.g., flip charts, and audio-visual equipment). Online resources for positive learning environment include use of interactive video options, platforms that work on a variety of devices, etc.

Curriculum Used: Describe the curriculum used by the program.

Note: Programs must use a state approved curriculum. For a curriculum to be state approved, it must include a total of 100 hours of classroom instruction, 60 hours of service learning, and use the second or third edition of the Foundations for Community Health Workers textbook. There are currently three state approved curricula: 1) Curriculum provided directly from the Department of Health and Senior Services (chapter by chapter approach); 2) Core competency-based curriculum developed by Mid-America Regional Council and 3) Pharmacy based core competency curriculum. Other versions must be reviewed and approved by the state through a formal vetting process and approval must be received before use.

Special Health Topics: Describe how students are evaluated for proficiency in core competencies. For those programs offering training modules beyond standard curriculum, provide title, length and learning objectives of the training.

Note: There are currently no requirements for programs to offer special health topics, unless required by contract.

Student Evaluation: Describe how students are evaluated for proficiency in CHW core competencies. These may include instructor evaluations, service learning evaluations, and peer evaluations.

Service Learning

Total Number of Service Learning Hours: Please list the total number of service learning hours required for CHWs taking the course.

Note: Training programs must require a minimum of 60 service learning hours for individuals to complete training (40 hours if the trainee is currently employed as a CHW.).

Service Learning Sites: Provide a detailed description of the type of sites that students typically pursue. How are these sites selected? How are they vetted? How are CHW trainees involved in the site selection process?

Note: It is strongly recommended that training organizations have a variety of partnerships and/or opportunities for service learning in order to expand knowledge and experience of students.

Connection of Service Learning to Core Competencies: Describe how service learning requirements align with CHW core competencies. How does the program ensure service learning aligns with core competencies?

Support for Service Learning: Describe how the program supports CHW trainees in completing service learning requirements. This may include support in finding service learning sites, assistance through the process, and other resources to help ensure success.

Trainers

Qualification of Trainers: Provide a description of trainers, including the total number of CHW trainers at the organization and number of trainers that are available for each CHW class. Provide information about each trainers' credentials related to training CHWs: years working in the CHW (or related) field, years of experiencing training CHWs, and date that each trainer completed the required Train the Trainer course.

Self-Assessment

Using the form below, please rate your program in the following areas: 1) Context and Goal Setting, 2) Student Assessment, and 3) Building Community in the Classroom.

Context and Goal Setting

	Strong	Apparent	Not Displayed
Objectives/lesson plans are communicated at the start of lessons			
Establish clear learning goals (knowledge, understanding, skills)			
New subject matter is linked to prior learning and/or experience			
Instructor provides rubrics or other guidelines to focus the students on goals			
There is structure to the lessons			
Lessons are reviewed at the end of classes			
Classes are complete with discussion of content and next steps			
Notes and Comments:			

Student Assessment

	Strong	Apparent	Not Displayed
Use assessment during the lesson to gauge student understanding			
Students assume responsibility for the success of the discussion, initiating topics and making unsolicited contributions			
Instructors attend to student questions/comments during sessions			
Variety of students participate throughout the class			
Teacher varies types of questions asked to students			
Teacher is inclusive of students in asking questions			
Implemented assessment at end of lesson to gauge student learning			
Notes and Comments:			

Building Community in the Classroom

	Strong	Apparent	Not Displayed
Teacher speaks with students as they entered/exited class			
Teacher facilitates connection with individual students during class			
Students were engaged in materials throughout the course			
Activities are designed to engage adult learners in the class			
The whole class is involved in sharing, planning, and evaluating			
Sufficient use of technology to build community			
Notes and Comments:			

Incorporating Feedback

Please provide detailed information about how the training organization is incorporating student feedback into the program.

Final Thoughts

Please provide any additional pertinent information, not previously covered by this renewal application.