



# **Certified Community Health Worker**

## **Job Analysis & Standards 2016**

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## EXECUTIVE SUMMARY

In December 2015, the Rhode Island Certification Board (RICB) set out to conduct a Job Analysis (JA) to define the roles of the Community Health Worker. The mechanism for this study was a focus group. This JA describes the important elements required for a competent Community Health Worker. The results of the JA provide the basis for making a valid claim of appropriate competency inferences.

## PROCESS

The foundation of a valid, reliable and legally defensible professional certification program is the result of a well-constructed JA. RICB appointed a committee of Subject Matter Experts (SMEs) to provide content expertise. The group was comprised of Community Health Workers who represented a diversity of practice, experience, geographic regions and education. The following is the identified committee of SMEs that participated in the JA:

SUBJECT MATTER EXPERTS
Cindy Ariza
Lori Bettencourt
Deb Garneau
Lisa Conlan
Michael Nina
Deborah Ann Powers
Dannie Ritchie
Damaris Rosales
Clement Shabani Wabenga
Lynne-Marie Shea

*Note: Further demographic information and affidavits of the SMEs are not provided in this report due to the confidential and private nature of these materials. The information is on file at RICB.*

The goal of the JA meeting was to establish task element exclusion criteria to differentiate between the important and unimportant tasks involved in Community Health Worker practice. The approved elements established the link between the tasks necessary to perform Community Health Worker's job and evaluation of competency.

SMEs evaluated which tasks should be included and developed a content outline. The focus of this was to identify tasks performed in current Community Health Worker practice.

## THE ROLE OF THE COMMUNITY HEALTH WORKER

Community Health Workers are frontline public health workers who are trusted members of the community they serve. This trusting relationship enables them to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural responsiveness of service delivery.

Community Health Workers build individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as engagement, community education, social support and advocacy. Community Health Workers hold a unique position within an often rigid health care system in that they can be flexible and creative in responding to specific individual and community needs.

The unique strength of Community Health Workers is their ability to develop rapport with people and other community members due to shared culture, community residence, chronic condition, disability, language, and life experiences. They are also able to enhance the cultural and linguistic appropriateness of care and help to counteract factors such as social exclusion, poverty, and marginalization. An important role of the Community Health Worker is to advocate for the socioeconomic, environmental, and political rights of individuals and their communities.

Community Health Workers often link people to needed health information and services. Community Health Workers address the social and environmental situations that interfere with an individual or community achieving optimal health and well-being. Community Health Worker's may have various titles as it is used as an umbrella term.

## **STANDARDS**

**Experience:** Six months or 1000 hours of paid or volunteer work experience within five years.

**Supervision:** 50 hours of supervision

**Education:** 70 hours of education relevant to the domains

**Portfolio:** Required

**Recertification:** Every 2 years requiring 20 hours of education relevant to the domains

## **CONTENT OUTLINE**

### **DOMAINS**

#### **1. Engagement Methods and Strategies**

1. Contact and engage with, and assist people to learn about and use resources to improve their health and well-being.
2. Engage individuals, groups, organizations, and communities.
3. Identify ways to build and sustain relationships based on listening, trust, and respect.
4. Understand the variety of engagement methods.
5. Identify community strengths and challenges.
6. Maintain sensitivity to individual, system, and cultural dynamics that affect behavior and relationships.
7. Collaborate with colleagues to develop and implement forms of engagement.

8. Establish and maintain cooperative relationships with community-based organizations and other resources.
9. Use a range of engagement methods to work with individuals and groups in diverse settings.
10. Build trust and rapport with individuals, community members, colleagues, and other professionals.

## **2. Individual and Community Assessment**

1. Identify, synthesize, and use information to help understand the strengths, challenges, and resources.
2. Share information with individuals, colleagues, and communities to help plan and carry out programs, services, and advocacy.
3. Engage people in often difficult discussions about health and behavior.
4. Gain insights about needed resources and changes to achieve desired outcomes.
5. Assure effective individual and community-centered care.
6. Gather information from different sources to better understand individuals, families, and communities.
7. Assess barriers to accessing health care and other services.
8. Assist individuals and communities to identify their goals, barriers to change, and supports for problem solving.
9. Share individual assessment results to improve their health and well-being.
10. Share community assessment results with colleagues and communities to inform planning and health improvement efforts.
11. Demonstrate progress through on-going assessments.

## **3. Culturally and Linguistically Appropriate Responsiveness**

1. Educate and support providers in working with people from diverse cultures.
2. Assist individuals and communities to interact with those working in different organizations and institutions.
3. Motivate individuals to participate in decisions that affect their lives, families, and communities.
4. Define how culture and life experience influence one's work with individuals, communities, and colleagues from diverse backgrounds.
5. Describe different aspects of community and culture and how these can influence individual's health beliefs and behavior.
6. Describe ways the organizational culture within providers and institutions can affect access, quality, and individual experience with services.
7. Employ techniques for interacting respectfully with people from cultures or communities that differ from one's own.
8. Support the development of partnerships between individuals, communities, and providers by assisting each to better understand the other's perspectives.
9. Identify resources to address communication needs appropriately and respectfully with people whose language(s) one cannot understand.
10. Advocate for the use of culturally and linguistically appropriate services and resources within organizations and with diverse colleagues and communities.

11. Advocate for self-determination and dignity.
12. Use language and behavior that is responsive to the diversity of cultures encountered.

#### **4. Promote Health and Well-Being**

1. Identify and provide people with information, tools, and motivation to improve their health and well-being.
2. Respect people's experience and their abilities to learn, take advantage of resources, and set priorities for changing their own behavior.
3. Identify and/or address barriers that may limit opportunities for healthy behavior.
4. Use a variety of techniques to motivate and support behavior change to improve health and well-being.
5. Apply information from individual and community assessments to inform health strategies.
6. Develop interventions in cooperation with individuals and colleagues that recognize and build upon the individual's strengths and current abilities in achieving their goals.
7. Apply techniques to assist individuals to understand and feel empowered to address health risks for themselves, their family, or communities.
8. Coordinate education, health promotion, and behavior change activities.
9. Facilitate discussions in formal, informal, and group settings with individuals, their families and communities.
10. Provide on-going support and follow-up as necessary to support health interventions.
11. Communicate with providers and service organizations to assist them to understand community and individual conditions, cultures, and behaviors to improve the effectiveness of services they provide.

#### **5. Care Coordination and System Navigation**

1. Assist people to understand and use the services of health providers and other service organizations.
2. Address practical problems that may interfere with people's abilities to follow provider instructions and advice.
3. Bridge cultural, linguistic, knowledge, and literacy differences among individuals, families, communities, and providers.
4. Assist to improve communications involving communities and provider or institutional professionals.
5. Understand and share information about available resources, planning, and evaluation to improve health services.
6. Obtain and share up-to-date eligibility requirements and other information about health insurance, public health programs, social services, and additional resources.
7. Work collaboratively with providers and/or teams to ensure continuity of care.
8. Assist in developing and implementing care plans, in cooperation with individual.
9. Provide care coordination, facilitate care transitions, support the completion of referrals, and provide or confirm appropriate follow-up.
10. Make referrals and connections to community resources to help individuals and families meet basic social needs.

11. Support individuals' ability to participate in making decisions about their care.
12. Inform care providers about challenges that limit the ability of individuals to follow care plans and navigate the health care system.

## **6. Public Health Concepts and Approaches**

1. Understand that individual health is shaped by family, community, policy, and social determinants of health.
2. Use knowledge of the larger social and community contexts of individuals' lives to provide support for them to overcome barriers and improve conditions that affect their health and well-being.
3. Understand how to use data and apply evidence-based and promising practices in efforts to support individuals in reaching their goals.
4. Gain and share information about specific health topics and/or issues most relevant to the populations and communities being served.
5. Explain how plans for supporting individuals and families relate to larger social factors that influence health.
6. Explain the relationship between health and social justice.
7. Promote efforts to prevent injury and disease, including those that require policy changes, and support effective use of the health care system.
8. Promote health equity and efforts to reduce health disparities through engagement with individuals, colleagues, and communities.
9. Engage in systematic problem solving, including assessment, information gathering, goal setting, planning, implementation, evaluation, and revision of plans and methods, as necessary, to achieve shared objectives.

## **7. Advocacy and Community Capacity Building**

1. Work with or on behalf of people to understand and exercise their rights.
2. Assist people develop the confidence and ability to assume increased control over decisions and resources that affect their health and well-being.
3. Promote individual, collective empowerment through advocacy, education, skill development, networking, organizing, and/or intentional partnerships.
4. Work with partners to transform public awareness, organizational rules, institutional practices, or public policy.
5. Create conditions to build relationships that lead to better health through planning, cooperation, and commitment approaches.
6. Encourage individuals to identify and prioritize their personal, family, and community needs.
7. Encourage individuals to identify and gain access to resources to meet their specific needs and goals.
8. Provide information, opportunity, and support for people to participate in advocacy over time.
9. Advocate on behalf of individuals and communities to assist people to attain needed care or resources in a reasonable and timely fashion.
10. Build and maintain networks and collaborate with community partners in capacity building.
11. Use principles and skills needed to identify and develop community leaders.

12. Use a variety of approaches, to support individuals and communities in meeting objectives, depending on challenges and changing conditions.
13. Understand how policy creates conditions that impact health and well-being.

## **8. Safety and Self-Care**

1. Understand internal and external factors that affect time management.
2. Identify and practice ways to cope with personal and community stressors.
3. Identify and connect the individual and/or community with appropriate resources to address stressors.
4. Understand limitations and boundaries as they relate to self-care.
5. Promote one's own health and well-being.
6. Identify risks for safety in various settings.
7. Understand limitations and boundaries around safety.
8. Manage commitment to your organization's mission while promoting the safety of self and others.
9. Learn appropriate strategies to de-escalate potential conflict.
10. Identify potential crisis situations.
11. Communicate effectively during escalation and de-escalation of potential crisis situations in relationship to organization policy.
12. Identify how addressing conflict constructively can build lifelong learning with an individual and/or community.
13. Develop and establish a plan for crisis management.

## **9. Ethical Responsibilities and Professional Skills**

1. Address ethical issues as they relate to legal and social challenges facing individuals and communities.
2. Adhere to confidentiality and privacy rights in accordance with employer and legal reporting requirements.
3. Adhere to requirements set by states, the federal government, and/or employing organization.
4. Function within the scope of practice and boundaries in accordance with the organization team and organization policy.
5. Understand issues related to abuse, neglect, and criminal activity that may be reportable under law and regulation according to organization policy.
6. Understand and communicate appropriate boundaries that balance professional and personal relationships.
7. Advocate for supervision, training, continuing education, networking, and other resources for professional development and lifelong learning for self and colleagues.
8. Understand coordinated and effective services are dependent on appropriately documenting work activities, including writing summaries of individual and community assessments.
9. Comply with reporting, record keeping, and documentation requirements.
10. Understand the importance of documentation to assist individuals achieve their goals as well as to program evaluation and sustainability.

11. Conduct self in an ethical manner by adhering to professional codes of ethics and standards of practice.
12. Practice active listening, repeating back important information as necessary, to confirm mutual understanding and trust, continually working to improve communication in a culturally appropriate and responsive manner.
13. Practice non-judgmental behavior through cultural humility and lifelong learning.
14. Communicate rights and obligations, as necessary, such as individual confidentiality and reporting responsibilities.

## **PORTFOLIO**

A portfolio is a collection of personal and professional activities and achievements. This part of the requirement for the CCHW is highly personalized and no two applicants will submit the same documentation.

**An applicant will fulfill this requirement by submitting documentation and requirements of at least three (3) of the eight (8) categories listed below.** Applicants must choose three unique categories. Multiple submissions in one category will only count as fulfilling one (1) of the three (3) required. Supporting documentation can include reports, letters, PowerPoint presentations, transcripts, etc. The applicant should submit what they feel best supports and describes their experiences under their chosen categories. When selecting a category and submitting the documentation, the CHW should use the opportunity to highlight the value and commitment to not only the profession, but the community served.

1. Community Experience & Involvement: CHW's are usually involved in community activities. To fulfill this category, the applicant must submit three (3) letters from an organization(s) that the applicant has worked or volunteered with in one or more of the areas listed. The letters should clearly describe the applicant's impact as a CHW and the value added to the community served. When possible, letters should be on the organization's letterhead.
  - a. Leadership experience
  - b. Board participation
  - c. Social support and advocacy
  - d. Education
  - e. Policy development and promotion
  - f. Needs assessments
2. Research Activities: CHW's can be involved in a variety of research activities. To fulfill this category, the applicant must submit a summary of how they participated in the research activity and supporting documentation. Examples of research activities include:
  - a. Data collection – qualitative and quantitative
  - b. Focus groups – either facilitating or participating
  - c. Panels – either facilitating or participating
  - d. Surveys – developing, conducting and interpreting data
  - e. Community mapping/Community resources – activities that center around finding resources for the population served.



- f. Dissemination of research – publication and how it was disseminated is required
3. College Level Courses/Advanced or Specialized Training: Applicants that complete coursework relevant to the CHW domains, in addition to the 70 hours, must submit documentation and a summary of the coursework. Coursework in this category must be completed within the last 10 years prior to the date of application. Acceptable forms of coursework include:
    - a. College course – a degree does not need to be completed for the course to count
    - b. Advanced or specialized training - trainings can be in multiple topic areas, but must total at least 6 hours
  4. Community Publications, Presentations & Projects: Applicants who have completed one or more of the following should submit documentation (i.e.: copy of completed brochure, event announcement, promotion materials) and a summary of their participation.
    - a. Newsletters to the community
    - b. Abstracts
    - c. Poster Presentations
    - d. Brochure development
    - e. Curriculum and training development
    - f. Facilitating trainings
    - g. Resource guide development
    - h. Community programming/workshops
    - i. Promotion: TV, radio, social media, website management, etc.
    - j. Community event organization and participation
  5. Statement of Professional Experience: Respond to one of the following questions. Answers should be 500 – 1000 words (2-4 paragraphs).
    - a. Describe a success story you have had in your role as a CHW.
    - b. What resources (systems, agencies, etc.) have you helped people connect to?
    - c. Describe your areas of expertise related to community health.
    - d. Describe how you have applied training as a CHW to your professional life.
    - e. Briefly describe your strengths and opportunities for improvement in your professional life.
    - f. Describe your motivation to work in community health.
  6. Achievements/Awards: Provide documentation and a summary of the award or achievement received – either locally or nationally. Examples that would fulfill this category include:
    - a. Recognition from agency, community, advocacy, professional association, etc.
    - b. Featured in or on TV, radio, print or social media for advancing community health
  7. Resume/Curriculum Vitae (CV): Applicants may submit a resume or CV. Resumes should be professionally formatted. Applicants who need assistance with developing a resume/CV should speak with their supervisor or use other resources on resume/CV development. All the components listed below must be included (if they apply) and must include dates and locations.
    - a. Relevant work and/or volunteer experience

- b. Relevant internships
  - c. Relevant skills (examples: computer, languages, etc.)
  - d. Highest level of education completed
  - e. Other professional certifications
  - f. Community engagement and fulfillment of community goals
8. Performance Evaluation: Applicants can choose one or more of the areas listed below. Evaluations should highlight the applicant's abilities as a CHW, and must be completed within two years prior to the application date.
- a. Copy of an agency or participant evaluation
  - b. Statement from supervisor or colleague evaluating the CHW's performance
  - c. Documentation of feedback received from the participant or community
  - d. Capacity building