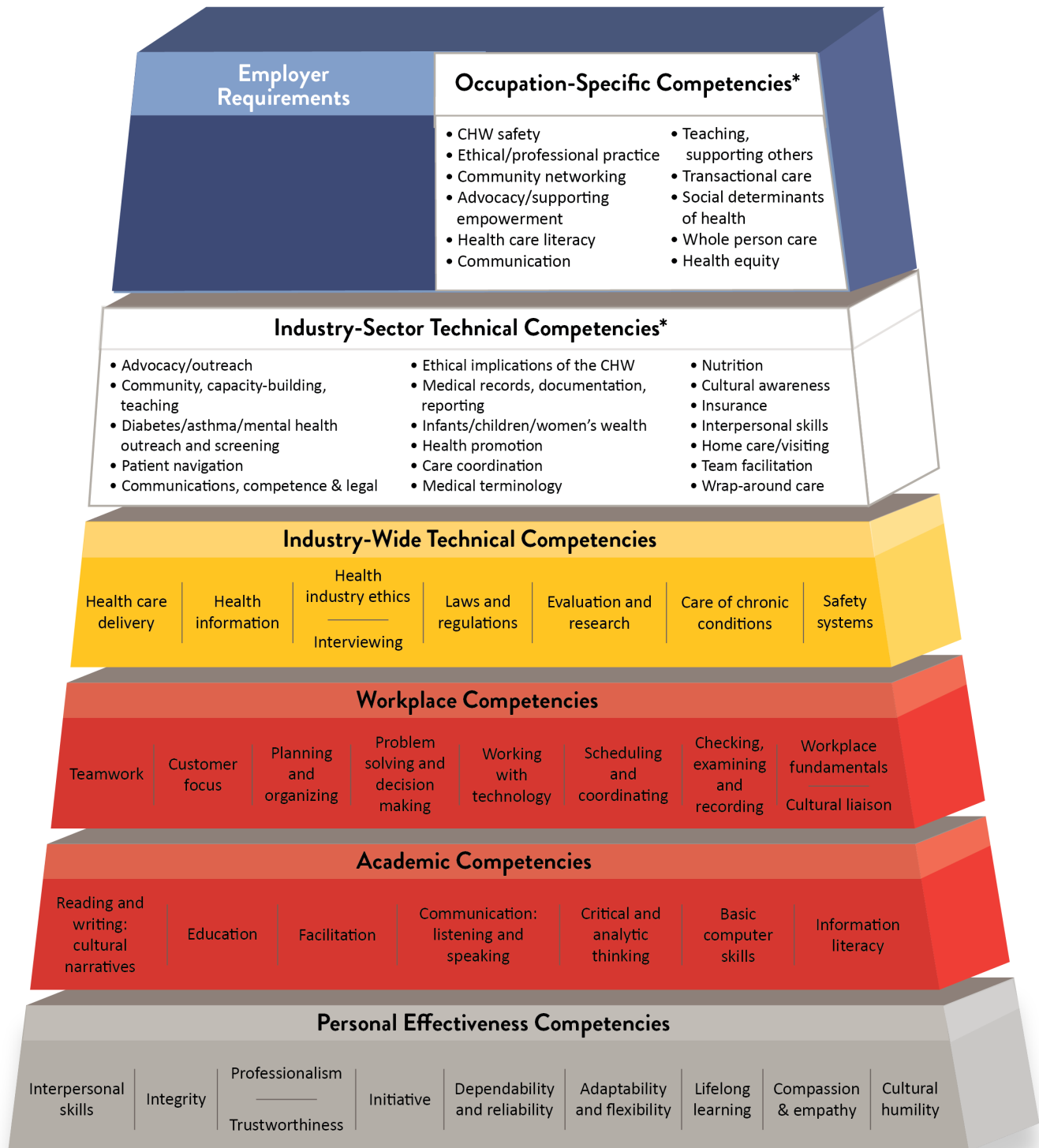


# Minnesota Dual-Training Pipeline

## Competency Model for Health Care Services

### Occupation: Community Health Worker



Based on: Health: Allied Health Competency Model Employment and Training Administration, United States Department of Labor, December 2011.

\*Pipeline recommends the Industry-Sector Technical Competencies as formal training opportunities (provided through related instruction) and the Occupation-Specific Competencies as on-the-job training opportunities.



## Competency Model for Community Health Worker

**Community Health Worker** – A frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community served. This trusting relationship enables the worker to serve as a liaison, link, or intermediary between health and social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery.

### Industry-Sector Technical Competencies

**Related Instruction** for dual training means the organized and systematic form of education resulting in the enhancement of skills and competencies related to the dual trainee's current or intended occupation.

- **Advocacy/outreach** – Actions taken to reach out to and support the community in which the CHW works.
- **Community, capacity-building, teaching** – A holistic, empowering approach to honor voices, share information, knowledge, and decision making with community members.
- **Diabetes/asthma/mental health outreach and screening** – Specific medical practice to diagnose and educate community members about chronic health conditions such as asthma, diabetes, and various mental health issues.
- **Patient navigation** – Supporting an individual in his/her journey with the health care system.
- **Communications, competence, and legal** – Oral and written documentation that supports community members and their teams across systems while meeting confidential and legal requirements.
- **Ethical implications of the CHW** – Legal requirements to remain confidential, unbiased, and cautious when dealing with sensitive information and situations.
- **Medical records, documentation, reporting** – Demonstrated ability to read, interpret, and document notes for medical records; ability to report on medical records.

- **Infants/children/women's health** – Demonstrated knowledge and understanding of general health and well-being for infants, children, and women.
- **Health promotion** – Proficiency with what constitutes good health, and how to access support and service to maintain good health.
- **Care coordination** – Demonstrated ability to communicate and coordinate across systems to ensure whole person care for individuals and family members.
- **Medical terminology** – Proficiency with basic, general medical language commonly used by medical professionals.
- **Nutrition** – Understanding and knowledge of healthy eating, including foods that contain significant vitamins and minerals.
- **Cultural awareness** – Have strong awareness of different cultures and cultural sensitivity with both verbal and non-verbal communications.
- **Insurance** – General working knowledge of health insurance.
- **Interpersonal skills** – Know how to be approachable and have strong interpersonal skills that encourage individuals and family members to feel comfortable.
- **Home care/visiting** – Be able to schedule and coordinate visits in the homes of individuals and conduct yourself respectfully in others' homes.
- **Team facilitation** – Know how to have leadership skills to work with the team as efficiently as possible to accomplish the proposed tasks.
- **Wrap-around care** – Understand how to have effective coordination and highly trained staff with sufficient time and resources to address complex cases with a multitude of issues.

## Occupation-Specific Competencies

**On-the-Job Training (OJT)** is hands-on instruction completed at work to learn the core competencies necessary to succeed in an occupation. Common types of OJT include job shadowing, mentorship, cohort-based training, assignment-based project evaluation and discussion-based training.

- **CHW Safety** – Know how to ensure personal safety on the job.

- **Ethical/professional practice** – Be able to remain professional and ethical in judgment and communication with clients/ patients.
- **Community networking** – Have the ability to build relationships and network within the community in which the community health worker serves.
- **Advocacy/supporting empowerment** – Be able to advocate on behalf of individuals and families and create a dynamic in which they can be trusted to support and empower people.
- **Health care literacy** – Understand health care language, practice and literacy.
- **Communication** – Have the ability to exchange information in writing, speaking, and listening, cognizance of both verbal and non-verbal communication.
- **Teaching/supporting others** – Have the ability to share information and make others feel strengthened throughout their interactions.
- **Transactional care** – Be able to identify care specific to an individual's needs; limited in scope and timing.
- **Social determinants of health** – Understand the economic and social conditions and their distribution among the population that influence both individual and group differences in health.
- **Whole person care** – Understand the approach to working with an individual as a whole person, mind, body, spirit.
- **Health equity** – Know the study and causes of differences in the quality of health and healthcare across different populations (different from health equality, which refers only to the absence of disparities in controllable or remediable aspects of health).

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