



Michigan Community Health Worker Alliance Evaluation Advisory Board

MiCHWA CHW Curriculum: Data from Cohort 5 Training, Grand Rapids

FINAL REPORT

June 10, 2016

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EXECUTIVE SUMMARY

BACKGROUND

In 2015, the Michigan Community Health Worker Alliance (MiCHWA) and its partners launched Michigan's first ever standardized Community Health Worker (CHW) training. The MiCHWA CHW Curriculum is an endeavor among MiCHWA partners to standardize CHW training in Michigan, with a long-term goal to pursue sustainable financing and recognition of the profession. Using the Minnesota CHW curriculum as a base, MiCHWA's 126-hour curriculum covers eight core competencies.

This report provides the results of an analysis of the pre- and post-training questionnaires completed by participants of training Cohort 5, held January 5, 2016 to March 29, 2016, in Grand Rapids, Michigan. This training was MiCHWA's first training with an updated curriculum, totaling 100 hours of in-class work in addition to out of class work. All 30 training participants completed training successfully.

EVALUATION TOOLS AND METHODS

Participants in Cohort 5 completed a pre-training questionnaire during orientation on December 3, 2015 or December 16, 2015 and a post-training questionnaire two days after the last day of training, March 29. Two post-questionnaires were completed late and returned electronically due to absences at the March 31 celebration. The pre-questionnaire collected information on demographics, work experience, and education. The pre-questionnaire also included Skillset Confidence Scales. The Skillset Confidence Scales asked participants to rank their level of confidence in performing sub-tasks of each core competency in the training curriculum. The post-questionnaires collected information on participants' experiences in training overall, training tools, aspects of instruction, and the Skillset Confidence Scales.

DATA

Key Findings: Pre-and Post-Questionnaires

Note: MiCHWA analyzed data from 30 participants in Cohort 5. However, the number of respondents to each question varied, and not all participants completed both pre- and post-questionnaires. Two participants completed a pre-questionnaire but did not complete a post-questionnaire due to absences. One participant completed a post-training questionnaire but did not complete a pre-questionnaire. The total number of respondents is specified per question.

Demographics

What are the demographic characteristics of participants in the training?

Demographic information was collected on the pre-training questionnaire administered to participants during orientation.

- Of the 28 participants who reported their race/ethnicity, the majority identified as

Non-Hispanic White, (n=11, 39.3%), 32.1% (n=9) identified as Black/African American, 21.4% (n=6) identified as Hispanic/Latino, 3.8% (n=1) identified as Asian/Pacific Islander, and 3.8% (n=1) identified as Other.

- The majority of participants indicated their sex as female (n=20, 68.9%), with nine participants identifying as male (31.0%).
- The average age of participants when training began was 39 (n=28).
- At the start of training, twelve participants had obtained a Bachelor's Degree (42.9%), ten had obtained a High School diploma or GED (35.7%), three had obtained an Associate's Degree (10.7%), two indicated Other (7.1%), and one had obtained a Master's Degree (3.6%).
- Of the 29 respondents, none were currently enrolled in school (100%). One individual noted that they would be starting a Master's program within a few months of the course beginning.

What are the work experiences of participants?

Information on work experience was collected on the pre-training questionnaire administered to participants during orientation. Twenty-three participants (79.3%) indicated they were currently working as CHWs and six participants (20.7%) indicated they were not currently working as CHWs. The following data is for those who state they are currently working as CHWs.

- Twenty-three participants currently working as CHWs reported working approximately 37 hours per week (79.3%).
- Eleven participants indicated working as a CHW for less than one year (45.8%), eight reported working for one to three years (33.3%), and five reported working for three years or longer (20.8%).
- Fourteen of the participants (61%) had received CHW-specific training in the past.

What roles do the participants play in their programs?

This information was collected on the pre-questionnaire administered to participants during orientation. (Note: For this question, participants could choose multiple roles; therefore, the total number of responses may be greater than the total number of respondents.)

- The most frequent role CHWs play in their programs is *Outreach and Community Mobilization* (n=21, 19.7%). The next two frequent roles were *Community/Cultural Liaison* (n=19, 17.6%) and *Case Management and Care Coordination* (n=18, 16.8%).

Results

What were the participants' experiences with the training tools?

Information on training experience was collected on the post-training questionnaire administered to participants on the last day of training. Participants were asked to rank the training tools (quizzes, rubrics, textbook, homework, printed materials, guest speakers) on a scale of 1-5, with 1 indicating "Not at all helpful to my learning" and 5 indicating "Extremely helpful to my learning".

- Guest speakers were ranked the most helpful, with an average score of 4.8.
- The rubrics were ranked the least helpful, with an average score of 3.5.
- The remaining training tools had average scores as follows: Blackboard system, 4.0; quizzes, 4.0; homework, 3.9; CHW textbook, 3.8; printed materials, 3.8.

Table 1: Comments on Learning Tools (n=28)

Tools	Examples/Quotes
Quizzes (n=4)	<p>"...I think that the interaction was more beneficial than the quizzes."</p> <p>"The quizzes were hard for me..."</p> <p>"Quizzes took a great deal of time even though I read the material. Several questions were worded funny, tricky, and were easy to misread."</p> <p>"Some of the materials in the quizzes were not found in any of the reading or PowerPoints which made it hard to answer some of the questions."</p>
Assignments/Homework (n=4)	<p>"...The amount of work that had to be done outside of the classroom needs to be cut down."</p> <p>"Just making sure information is correct; many times and dates were incorrect which confused people in class."</p> <p>"Assignments weren't always clear..."</p>
Blackboard System (n=4)	<p>"...Blackboard was at times incomplete, inconsistent... I couldn't always submit work..."</p> <p>"The first couple weeks it seems that Blackboard was not set up right."</p> <p>"Blackboard was a little confusing, not easy to follow, unless you have used it before."</p> <p>"...Blackboard eliminates and helps with convenience when submitting assignments and communicating, but the component failed due to tech problems."</p>
Guest Speakers (n=2)	<p>"Some guest speakers weren't very knowledgeable, but overall I feel guest speakers add great value..."</p> <p>"I would like to have more diversity in our guest speakers to have a fuller experience."</p>
Textbook (n=1)	<p>"The CHW textbook was not used very often in the homework, so reading was not the most beneficial."</p>
Other/Suggestion (n=1)	<p>"... There definitely needs to be more diversity as well as different levels of the class for different individuals. For example, several of us have degrees already so we felt like we were sitting back in class."</p>

What instruction methods were most and least helpful for participant learning?

Information on instruction methods were collected on the post-training questionnaire administered to participants two days post-training. *Note: For this question, participants could choose multiple methods; therefore, the total number of responses may be greater than the total number of respondents. For the question "what instruction methods were most helpful," n=27. For the question "what instruction methods were least helpful," n=25.*

- The majority of respondents indicated that group discussions were the most helpful instruction method to their learning (n=18, 46.2%).
- Ten participants reported lectures were the least helpful instruction method (34.5%).

- One participant made a comment on the logistics of the course, stating a preference for the day of training to either be at the beginning or end of the week.

Table 2: Most Helpful Instruction Methods (n=27)

Methods	Examples/Quotes
Group Discussions (n=5)	“I learned the most by hearing everyone’s story and life experiences.” “I enjoyed the... real deep discussion.” “I learned a lot from everyone.” “The group discussions were helpful to hear what has worked for others.” “Like feedback from classmates at the table.”
Facilitation Styles (n=2)	“Teach back was great” “I enjoyed the instructors...”
Small Group Activities (n=2)	“Felt like it would’ve been nice to incorporate more small-group stuff towards the end of class.” “Interacting with the groups was the most engaging activity...”
Suggestions (n=2)	“While in the classroom for eight hours, games, group discussions, visuals, and lectures should be involved to make the day more interesting and to retain information.” “Overall I loved the course, but I wish the instructors did a better job of not letting one or two students dominate discussions and letting discussions get off topic.”
All Methods (n=1)	“All of the above”

Table 3: Least Helpful Instruction Methods (n=25)

Methods	Examples/Quotes
Lectures (n=2)	“Reading directly from PowerPoint slides was not helpful.” “To sit all day and have to listen to someone read directly from a PowerPoint makes it hard to soak up the information.”
Role Playing (n=2)	“Felt silly and not always taken seriously. Also, I didn’t like being put on the spot.” “I’m not a fan of role playing.”
Group Discussions (n=1)	“At times, group discussions got out of hand.”

What competencies were most and least helpful for participant learning?

Information on instruction methods were collected on the post-training questionnaire administered to participants two days post-training. *Note: For this question, participants could choose multiple competencies; therefore, the total number of responses may be greater than the total number of respondents. For the question “what competencies were most helpful” n=28. For the question “what competencies were least helpful”, n=21.*

- Fourteen participants reported that Mental Health was the most helpful to their learning (34.1%), and seven participants (17.1%) reported Role, Advocacy and Outreach as the second most helpful competency for their learning.

- Coordination, Documentation and Reporting was reported as the least helpful competency for participant learning (n=7, 28%). Four respondents indicated that the question was “not applicable.”

Table 4: Most Valuable Competency (n=28)

Competency	Examples/Quotes
All Competencies (n=3)	“They were all valuable. ... I learned a <u>TON</u> in each competency! All will better equip me to be a better CHW.” “Very difficult choice.” “Hard choice.”
Mental Health (n=1)	“Mental health is... so important. ... Applicable to all areas, no matter what your role is.”
Teaching and Capacity Building (n=1)	“Lots of tangible information in the teaching module.”

Table 5: Least Valuable Competency (n=21)

Competency	Examples/Quotes
All Competencies were valuable (n=5)	“They were all valuable.” “All...were valuable.” “Every competency had value.” “It’s hard to choose one because all were very valuable.” “All are very important to me.”
Mental Health (n=2)	“I chose Mental Health because I had to, not because it was less important.” “... I have a background in Mental Health.”
Communications and Cultural Competence (n=1)	“Had a lot of knowledge in Communications and Cultural Competence due to undergraduate studies.”
Role, Advocacy & Outreach (n=1)	“I don’t do any home visiting, so a lot of the Role, Advocacy, and Outreach competency didn’t apply to my position.”
Documentation and Reporting (n=1)	“...in past jobs I was thoroughly trained in documentation and reporting.”

What were the participants’ experiences with instruction?

Information on instruction experience was collected on the post-training questionnaire administered to participants two days post-training. *Participants were asked to rank each of the seven instructors on their knowledge, engagement, and feedback on a scale of 1-5, with 1 indicating the least amount of satisfaction and 5 indicating the most amount of satisfaction. For the following tables 6-12, some participants left multiple comments; therefore, the total number of responses may be greater than the total number of respondents. Note: The instructor’s names have been replaced with a randomly selected letter ‘A-G.’ The selection was completely random for confidentiality purposes and does not correspond with order of facilitation or order of questions on the post-training questionnaire.*

Instructor A

- Fifteen respondents (53.6%) gave Instructor A scores of 5 for knowledgeable and helpful feedback, while sixteen participants (57.1%) gave a score of 5 for engagement.
- Eleven participants (39.3%) gave Instructor A scores of 4 for knowledgeable and helpful feedback, while nine participants (32.1%) gave scores of 4 for engagement.

Table 6: Comments on Instructor A (n=28)

Theme	Examples/Quotes
Positive facilitation and instruction style (n=7)	<p>"...Getting us up and moving was great!"</p> <p>"[Instructor A] was engaging..."</p> <p>"...Great job of presenting and making us move!"</p> <p>"Very engaging"</p> <p>"I really enjoyed [Instructor A's] competency because it was interactive!"</p> <p>"Engaging and easy-going. Fun classes."</p> <p>"Straight to the point, very direct, but good teaching style."</p>
Overall praise and appreciation (n=4)	<p>"Awesome!"</p> <p>"Thank you, [Instructor A]."</p> <p>"Thank you!"</p> <p>"[Instructor A] is such a great instructor; [Instructor A] kept us up and moving."</p>
Instructor was knowledgeable about material (n=2)	<p>"Very knowledgeable."</p> <p>"...I learned the most from this section."</p>

Instructor B

- Twenty-four respondents (85.7%) gave Instructor B scores of 5 for knowledgeable. Twenty-one participants gave scores of 5 for engaging (80.8%) and helpful feedback (75%).
- Four participants gave Instructor B score of 4 for knowledgeable (14.3%) and engagement (15.4%). Five participants (17.9%) gave scores of 4 for helpful feedback.

Table 7: Comments on Instructor B (n=28)

Theme	Examples/Quotes
Positive facilitation and instruction style (n=8)	<p>"Positive and beneficial feedback. [Instructor B] was a good instructor. [Instructor B's] people skills are excellent."</p> <p>"Good communicator"</p> <p>"[Instructor B] was such a great instructor and helped us all."</p> <p>"[Instructor B] was a great instructor and very engaging. I enjoyed how [Instructor B] challenged us with discussion."</p> <p>"[Instructor B] did an excellent job presenting touchy topic in a clear and respectful way."</p> <p>"[Instructor B] was great at instructing some 'hot button' topics and heated discussions."</p> <p>"Loved how [Instructor B] instructed and could see when class was going down the rabbit hole/off topic."</p> <p>"... [Instructor B] allowed us to interact and engage with one another. [Instructor B] listened to us converse and intervened when necessary. [Instructor B] also corrected us without making us feel like our opinions didn't matter."</p>

Overall praise and appreciation (n=4)	<p>“[Instructor B] is a natural teacher. [Instructor B] laidback/calm demeanor is easy to listen to.”</p> <p>“Thank you!”</p> <p>“Thank you, [Instructor B]. I really like your class.”</p> <p>“Excellent instructor”</p>
Instructor was knowledgeable about material (n=3)	<p>“[Instructor B] was good at defining racism and prejudice.”</p> <p>“[Instructor B] is very knowledgeable...”</p> <p>“Really knowledgeable. [Instructor B] guided discussion well and redirected when needed. Very good instructor!”</p>

Instructor C

- Twenty-two respondents (81.5%) gave Instructor C scores of 5 for knowledgeable and engaging and twenty participants gave scores of 5 for helpful feedback (74.1%).
- Five participants (18.5%) gave Instructor C scores of 4 for knowledgeable and helpful feedback, while four participants (14.8%) gave scores of 4 for engagement.

Table 8: Comments on Instructor C (n=27)

Theme	Examples/Quotes
Positive facilitation and instruction style (n=5)	<p>“[Instructor C] was hilarious. [Instructor C] was great!”</p> <p>“I learned more about my diet and my family’s... I’m glad I can educate my clients on healthy eating.”</p> <p>“[Instructor C]... led interactive and engaging class periods.”</p> <p>“... [Instructor C] was engaging ...”</p> <p>“There was a lot of energy and passion while teaching [Instructor C’s] competency.”</p> <p>“Great teaching style”</p>
Overall praise and appreciation (n=4)	<p>“Thank you!”</p> <p>“Thank you, [instructor C]. I really enjoyed your classes.”</p> <p>“I loved [instructor C]...”</p> <p>“Keep up the good work.”</p>
Instructor was knowledgeable about material (n=3)	<p>“[Instructor C] knows their stuff!”</p> <p>“[Instructor C] was very knowledgeable...”</p> <p>“... I learned the most from this section.”</p>

Instructor D

- Sixteen respondents (59.3%) gave Instructor D scores of 5 for knowledgeable. Twelve participants (44.4%) gave scores of 5 for engaging and helpful feedback.
- Nine participants (33.3%) gave Instructor D scores of 4 for knowledgeable, while eight participants (29.6%) gave scores of 4 for engagement and helpful feedback.
- Four participants (14.8%) gave scores of 3 for engagement and helpful feedback, while two participants (7.4%) gave scores of 3 in knowledgeable.

Table 9: Comments on Instructor D (n=27)

Theme	Examples/Quotes
Not engaging facilitation and instruction style (n=5)	<p>“Needs to be more engaging”</p> <p>“[Instructor D’s] teaching style doesn’t work well with my learning style...”</p> <p>“[Instructor D] was very monotone and lectured a lot. [Instructor D] was not very engaging...”</p> <p>“At times it was difficult to focus...”</p> <p>“Hard to keep listening, very dry topic, was not [instructor D’s] fault.”</p>
Overall praise and appreciation (n=3)	<p>“Thank you!”</p> <p>“...very fun instructor”</p> <p>“...I loved hearing from [instructor D]. [Instructor D was great!”</p>
Instructor was knowledgeable about material (n=3)	<p>“[Instructor D] is very knowledgeable because of experience...”</p> <p>“It was great to have such a broad perspective and expertise on the teaching team...”</p> <p>“...I can ask any questions and expect feedback”</p>
Engaging facilitation and instruction style (n=1)	<p>“[Instructor D] kept us engaged and was resourceful.”</p>

Instructor E

- Twenty-two respondents (78.6%) gave Instructor E scores of 5 for engaging. Twenty participants (71.4%) gave scores of 5 for knowledgeable and helpful feedback.
- Seven participants (25%) gave Instructor E scores of 4 for knowledgeable; six participants (21.4%) gave scores of 4 for helpful feedback; four participants (14.3%) gave scores of 4 for engagement.

Table 10: Comments on Instructor E (n=28)

Theme	Examples/Quotes
Engagement Facilitation and instruction style (n=5)	<p>“[Instructor E] made each competency so enjoyable and interesting....”</p> <p>“Emails were good to receive.”</p> <p>“[Instructor E] was great at instructing and setting the climate for our classroom every week...”</p> <p>“Love the emphasis on respect and perspective.”</p> <p>“[Instructor E] set the tone and made it easy for me to share my experiences.”</p>
Overall praise and appreciation (n=5)	<p>“Thank you for all your hard work!”</p> <p>“Thanks!!”</p> <p>“Thank you!”</p> <p>“[Instructor E] was very positive and funny. [Instructor E] allowed us to be us... I love [instructor E’s] passion and energy for the job.”</p> <p>“... [Instructor E] generally cares for us and it shows.”</p>
Instructor was knowledgeable about material (n=1)	<p>“[Instructor E’s] stories and experiences really opened my eyes.”</p>
Unorganized (n=1)	<p>“... [Instructor E] seemed disorganized at times.”</p>

Instructor F

- Twenty-one respondents (75%) gave Instructor F scores of 5 for knowledgeable, nineteen (67.9%) gave scores of 5 for engaging, and eighteen (64.3%) for helpful feedback.
- Nine participants ((32.2%) gave Instructor F scores of 4 for engagement and helpful feedback, while six participants (21.4%) gave scores of 4 for knowledgeable.

Table 11: Comments on Instructor F (n=28)

Theme	Examples/Quotes
Overall praise and appreciation (n=7)	<p>“Good”</p> <p>“Thank you for understanding I was struggling with the last assignment.”</p> <p>“Thank you!”</p> <p>“[Instructor F] was such a great instructor”</p> <p>“[Instructor F] was great.”</p> <p>“Awesome job”</p> <p>“[Instructor F] relates well to other people”</p>
Interactive facilitation and instruction style (n=4)	<p>“Loved the exercise routines”</p> <p>“[Instructor F] did a great job instructing and interacting with us and was fun to learn from/with.”</p> <p>“Really good at guiding discussion...”</p>
Instructor was knowledgeable about material (n=2)	<p>“Really good at... and talking about personal topics.”</p> <p>“I liked how transparent [instructor F] was about [instructor F’s] past”</p>

Instructor G

- Nineteen respondents (70.4%) gave Instructor G scores of 5 for engaging, eighteen (66.7%) gave scores of 5 for knowledgeable, and fifteen (57.7%) for helpful feedback.
- Nine participants gave Instructor G scores of 4 for knowledgeable (33.3%) and helpful feedback (34.6%), while seven participants (25.9%) gave scores of 4 for engagement.

Table 12: Comments on Instructor G (n=27)

Theme	Examples/Quotes
General praise and appreciation (n=8)	<p>“Engaging”</p> <p>“Thank you!”</p> <p>“Good instructor”</p> <p>“Thank you”</p> <p>“Thank you, [instructor G]. I loved your class.”</p> <p>“Good job”</p> <p>“I loved how [instructor G] let us know that the CHW role is real and we are a profession.”</p> <p>“I like how [instructor G] put things on the table...”</p>
Instructor was knowledgeable about materials (n=4)	<p>“I enjoyed hearing [Instructor G’s] experiences in the role of a CHW. It was eye opening.”</p> <p>“Very consistent and knowledgeable.”</p> <p>“[Instructor G] is very knowledgeable and allowed us to converse about tough subjects.”</p> <p>“... [Instructor G] shared experiences that gave me better insight about working in the field.”</p>

Positive facilitation and instruction style (n=2)

“Engaging and interactive. [Instructor G’s] personality helped foster discussion.”
 “Engaged well with students...”
 “[Instructor G] is an excellent presenter. [Instructor G] really took the time to make sure we engaged and interacted with the material.”

What were the participants’ experiences with training logistics?

Information on experience with training logistics was collected on the post-training questionnaire administered to participants two days post-training. *Participants were asked to rank the location of in-person training, the setting/classroom of in-person training, on a scale of 1-5, with 1 indicating the least amount of satisfaction and 5 indicating the most amount of satisfaction. For the number of people in the class, participants were asked to select the best fitting answer from “Too Few,” “Just Right,” and “Too Many.” For the length of each individual training day and the entire training, participants were asked to select the best fit answer from “Too Short,” “Just Right,” and “Too Long.” Note: For these questions, some participants left multiple comments; therefore, the total number of responses may be greater than the total number of respondents.*

- Participants gave the location of the training an average score of 4.4 and the setting of the classroom an average score of 4.
- A majority of participants (n=25, 92.6%) ranked the number of people in the class as “Just Right.”
- The majority of respondents (n=24, 85.7%) felt the length of the entire training, from beginning to end, was “Just Right” and four respondents (14.3%) felt it was “Too Long.”
- The majority of respondents (n=19, 67.9 %) felt the length of the entire training day, from beginning to end, was “Just Right” and nine respondents felt it was “Too Long” (32.1%).

Table 13: Comments on Location of Training/Classroom (n=25)

Theme	Examples/Quotes
Class time—just right (n=6)	“An entire work day is a good idea...” “I would rather have training in one day, than spread throughout the week.” “I enjoyed that the training was only one day a week.” “Days filled with interaction were just right...” “I really like the full 8 hours once a week...” “...Only having to attend one day a week made up for the long drive...”
Class—too long (n=4)	“If an hour can be shaved off the day, it would be perfect.” “...8 hours is a long time to sit in class.” “Some topics felt too long, but the instructor need to keep us until 4 or 4:30.” “...Days filled with lectures were too long.”
Classroom setting—uncomfortable (n=2)	“The chairs were uncomfortable...” “The temperature control was a bit outrageous some days...”
Classroom—too small (n=3)	“Too many people for the space.” “Room felt crowded.” “The classroom was too small for the class size.”

Location—too far (n=1)	“Driving from an hour away made the location hard to get to...”
All (n=1)	“Everything was great”

What topics were not covered in the curriculum that participants feel should have been?

- Three participants reported they did not think any material was missing from the curriculum.
- Two respondents noted they would have liked more coverage on topics such as health equity and social justice.
- One respondent would have liked more on unintentional bias; one wanted more on outreach; one suggested more emphasis on respecting others; one would have liked more materials and resources for motivational interviewing and how to relate to LGBTQ communities; one requested more information on using a personal vehicle while working.

What suggestions do participants have for future trainings?

Note: For this question, some participants left multiple comments; therefore, the total number of responses may be greater than the total number of respondents.

- Suggestions for future trainings relate to more job-related resources, such as more information made available about MiCHWA, improved materials and schedule of class, such as moving the day of class to Mondays, increased facilitation in group discussions, better prepared guest speakers, and no suggestions.
- Some participants also used this question to express praise for the program.

Table 14: Suggestions for future trainings (n=20)

Theme	Examples/Quotes
Do not change anything and praise (n=5)	<p>“Don’t change a thing.”</p> <p>“N/A”</p> <p>“Keep up the awesome work and setting up CHWs to succeed! You guys and this program are excellent!”</p> <p>“Continue with 1 time a week”</p> <p>“I think 8 hours a day is the best way to do it and 3 months isn’t too bad.”</p>
Change class and course length (n=3)	<p>“Perhaps shorten the length of the course...”</p> <p>“Longer lunch hours”</p> <p>“...shorter hours in a day.”</p>
More resources (n=4)	<p>“There should have been more information shared or made available concerning MiCHWA.”</p> <p>“For classes held in Grand Rapids, recognize all the areas covered...and provide resources for each.”</p> <p>“Network 180 visitor, instead of just a tour.”</p> <p>“... I wish more of the focus was on how we can use the tools to better serve our clients.”</p>

Better facilitation of group discussions surrounding racism (n=3)	<p>“Don’t allow for conversations to get too heated (i.e. racism). Somehow conversations always turned to racism and white privilege.”</p> <p>“While conversation/input was engaging and passionate, there was a common thread throughout the entire 12 weeks, black vs. white- racism... Perhaps instructors could guide the conversation in a different direction to promote a more respectful environment...”</p> <p>“More moderation in the conversations. More control from certain instructors would help to level out the emotions in the class.”</p>
Better prepared guest speakers (n=3)	<p>“The exploring Medicaid Expansion and Healthy Michigan Plan speaker should have been... DHS’s Colleen Johnson or Enroll Michigan’s Dizzy Warren.”</p> <p>“Some of the guest speakers seemed to have little idea what their purpose was.”</p>
More incorporation of projects, small-group activities, and presentations (n=3)	<p>“More writing/survey work...”</p> <p>“Break up class with more small-group activities and hands-on-learning in order to switch things up.”</p> <p>“I learned a lot from the unintentional bias presentation in the work place and strongly suggest incorporating this into the program. Would like a stronger focus on empowering out clients.”</p>
Bigger classroom (n=2)	<p>“...Too many students at one table.”</p> <p>“Bigger classroom...”</p>
Create different levels of the course (n=2)	<p>“... More variations of the course. More diversity.”</p> <p>“I suggest that the training be broken up into two intervals, one for new CHWs and one for seasoned CHWs...”</p>
Improve use of learning tools (n=1)	<p>“Make sure test questions are included in the PowerPoint/Textbook. Use Assignment dropbox for homework on Blackboard.”</p>

What additional comments did the participants share about training?

Note: For this question, some participants left multiple comments, therefore, the total number of responses may be greater than the total number of respondents.

- A majority of the additional comments included in the post-questionnaires expressed appreciation for the course as a whole, instructors, and specific resources, such as networking lists. Two respondents noted that this question was not applicable.

Table 15: Other comments (n=14)

Theme	Examples/Quotes
General appreciation (n=6)	<p>“I had a very great experience in this training listening to all the CHWs in their roles and learning from them.”</p> <p>“All instructors grew with us. We learned from one another and I sincerely appreciate that. Thanks.”</p> <p>“The class and the educators were wonderful. This certification is a great step towards the CHW profession in Michigan.”</p> <p>“...All instructors were great. [Instructor E] was awesome. [Instructor E] was present, needed, and appreciated.”</p> <p>“You greatly exceeded my expectations! This course was top notch.”</p> <p>“Snacks were a great idea. Emails were great.”</p>

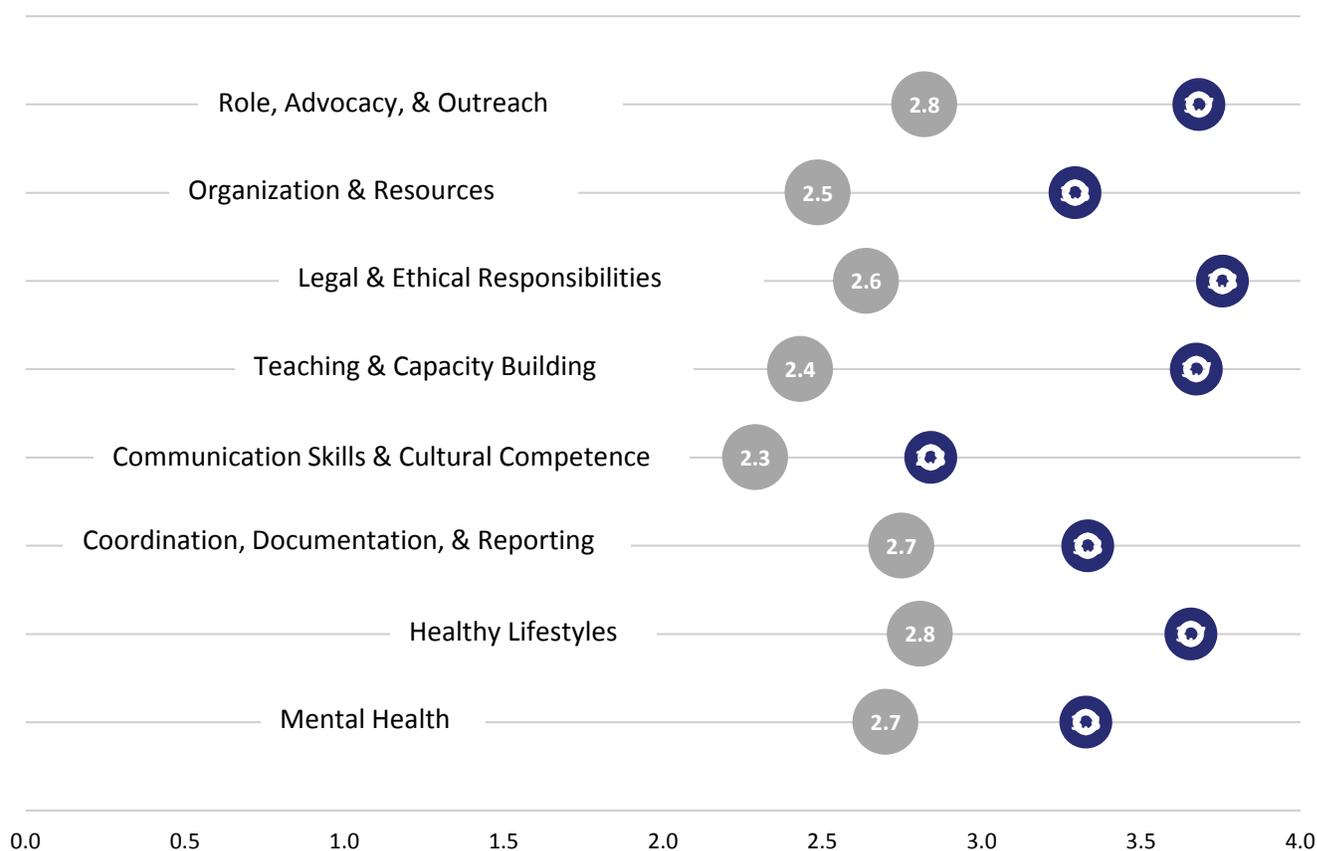
The course was informative (n=4)	“Teach back helped learning” “I learned so much as a newbie, I will be able to apply all that I’ve learned.” “Overall, the class was a success. I was able to soak up a lot of information that I can bring to my clients.” “I was challenged, learned a ton, and every bit of it was worth my time!”
Resources (n=3)	“Get a list of agencies/organizations participating” “Overall, great experience networking and meeting other CHWs. Extremely valuable experience.” “...I think we could do without the binder and just have the book and some handouts each week.”

How did the scores on the confidence scales change from pre-training to post-training?

The following Dot Plot represents the mean score for each competency on the pre-training and post-training Skillset Confidence Scales. Participants were asked to self-report how confident they were that they could perform each objective within a competency. Participants could select from a scale of “Not Confident,” “Low Confidence,” “Confident,” or “High Confidence.” For evaluation purposes, responses were assigned a number 1 through 4, with 1 representing “Not Confident” and four representing “High Confidence.” The mean score for each competency was computed by averaging the mean score for each objective within the competency. To reflect the gains made by individuals, aggregate averages were calculated using one-to-one matches of completed pre- and post-questionnaires, meaning each pre-questionnaire was matched with its corresponding post-questionnaire.

For the purpose of this report, the Skillset Confidence Scale scores were aggregated for the participants that completed the Skillset Confidence Scales on both the pre-questionnaire and the post-questionnaire. Participants that did not complete both a pre- and post-questionnaire and participants with missing data were excluded from this analysis to ensure a one-to-one match for the Confidence Scales of all participants included in this report. Any questions regarding this information should be directed to the Project Director, Katherine Mitchell, or Lead Evaluator, Kyra Miller.

Cohort 5, Grand Rapid: Confidence scales increased between pre-questionnaire and post-questionnaire



Competencies from greatest to least gain in confidence:

- Teaching & Capacity Building, 1.2
- Legal & Ethical Responsibilities, 1.1
- Role, Advocacy, & Outreach and Healthy Lifestyles, .9
- Organization & Resources, .8
- Mental Health and Coordination, Documentation, & Reporting, .6
- Communication Skills & Cultural Competence, .5

Skillset Confidence Scales: Methods

On Skillset Confidence Scales, participants could select from a scale of “Not Confident,” “Low Confidence,” “Confident,” or “High Confidence.” For evaluation purposes, responses were assigned a number one through four, with one representing “Not Confident” and four representing “High Confidence.” For the purpose of this report, the Skillset Confidence Scale scores were aggregated for the participants that completed the Skillset Confidence Scales on both the pre-questionnaire and the post-questionnaire. Participants that did not complete training (and thus did not complete the post-training Skillset Confidence Scales) and participants with missing data were excluded from this analysis to ensure a one-to-one match for the Confidence Scales of all participants included in this report.

Appendix A: Skillset Confidence Scales pre- and post-training averages and percent changes.

Twenty-seven participants completed both pre-training and post-training Skillset Confidence Scales. A one-to-one match was made for the all participants' Skillset Confidence Scales. Not all respondents answered for each objective; therefore for Appendix A, n= 24-27. Objectives are listed in order of greatest gain from pre-training to post-training. Pre-Q = Pre- Questionnaire, and Post-Q = Post-Questionnaire.

Role, Advocacy, and Outreach	Pre-Q	Post-Q	Percent Change
j. Expand on the concept of liaison to consider the CHW role in the Community.	2.41	3.48	45%
h. Recognize and report discrepancies between the service provided to and the actual experiences of the client.	2.52	3.59	43%
b. Critique scenarios of the CHW role with appropriate and inappropriate boundaries.	2.67	3.74	40%
a. Identify the components of the Community Health Worker role and explain and define the Community Health Worker role.	2.74	3.81	39%
g. Demonstrate the skills necessary to be an effective liaison between provider and client and the client and agency.	2.85	3.67	29%
d. Identify potentially dangerous situations that may arise and cause an accident, illness or injury.	2.93	3.74	28%
e. Describe measures to ensure personal safety while in the community.	2.96	3.70	25%
c. Identify an emergency and the appropriate response, which may include calling 9-1-1.	3.00	3.74	25%
f. Identify personal time management styles and develop strategies for setting goals, prioritizing and organizing work.	2.93	3.59	23%
i. Advocate for individuals and communities.	3.15	3.70	18%
Organization and Resources: Community and Personal Strategies	Pre-Q	Post-Q	Percent Change
c. Incorporate health determinants when applying principles of health promotion and disease prevention.	2.35	3.54	51%
e. Distinguish outreach from formal planning and how to use it effectively in the community.	2.38	3.54	48%
j. Increase the capacity and wellbeing of the community through health promotion activities and disease prevention.	2.54	3.42	35%
i. Identify the skills and strategies needed to secure services and resources in the community through networking.	2.77	3.69	33%
g. Describe effective home visiting strategies and understand the importance of home visits and their principles and strategies.	2.81	3.73	33%
d. Identify and use outreach strategies effectively in the community.	2.81	3.65	30%
h. Use networking skills to ensure proposer engagement for services and resources for clients and their families.	2.88	3.69	28%
b. Navigate and continue the process of locating resources in the community and add new information to the community map.	2.85	3.63	27%

f. Demonstrate critical thinking as a framework or solving problems and decision making.	3.04	3.76	24%
a. Demonstrate knowledge and skill in gathering appropriate and applicable community resources.	3.04	3.67	21%
Legal and Ethical Responsibilities	Pre-Q	Post-Q	Percent Change
a. Apply agency policies to the CHW role.	3.00	3.73	36%
c. Apply basic concepts of liability.	3.15	3.73	18%
d. Recognize the responsibility and implications of mandatory reporting.	3.27	3.81	16%
b. Demonstrate an understanding of HIPAA and the importance of protecting confidentiality.	3.27	3.77	15%
e. Describe how ethics influence the care of clients.	3.31	3.81	15%
Teaching and Capacity Building	Pre-Q	Post-Q	Percent Change
c. Identify three client priorities.	2.96	3.85	30%
d. Effectively help clients set SMART goals for healthy behavior change.	2.81	3.54	26%
e. Utilize a variety of teaching techniques with clients.	3.00	3.75	25%
b. Collect client data including health, safety, determinants of health, and psychosocial issues.	3.00	3.69	23%
a. Work with clients to foster healthy behaviors.	2.96	3.60	22%
Coordination, Documentation, & Reporting	Pre-Q	Post-Q	Percent Change
d. Use health care terminology correctly when recording in client records.	2.68	3.44	28%
b. Create a written record documenting events and activities in accordance with legal principles and practices.	2.96	3.62	22%
c. Examine the financial, health and social services information relevant to clients and client families.	2.88	3.46	20%
a. Gather appropriate client and community information.	3.15	3.65	16%
Communications Skills and Cultural Competence	Pre-Q	Post-Q	Percent Change
e. Use conflict resolution strategies to deal with difficult behaviors and to realize empowerment in self and with clients.	2.81	3.69	32%
h. Interact with clients and healthcare providers within the cultural context of community and the American healthcare system.	2.85	3.63	27%
f. Recognize the uniqueness of and resulting implications of the community culture on the health and wellbeing of clients.	3.04	3.85	27%
i. Demonstrate skills and abilities to work with and within diverse teams.	2.96	3.74	26%
g. Support clients and healthcare providers in “translating” culture-specific behaviors in order to promote needed services and resources.	2.93	3.59	23%
a. Demonstrate effective communication skills when collaborating with clients and members of the service team.	3.15	3.73	18%

b. Relate “culture” appropriate verbal and nonverbal communication when interacting with clients, their families and healthcare providers.	3.15	3.69	17%
c. Demonstrate active listening and interviewing skills to collect and share relevant information.	3.19	3.65	14%
d. Demonstrate empathy for those affected by mental illness and discuss the issues with sensitively.	3.31	3.73	13%
Healthy Lifestyles	Pre-Q	Post-Q	Percent Change
c. Discuss differing food cultures by exploring cultural eating habits.	2.70	3.63	34%
k. Explain the reasons for taking medications as prescribed.	2.67	3.52	32%
g. Describe what roles sleep plays in a healthy lifestyle.	2.85	3.70	30%
a. Describe the elements of a healthy diet, including food groups, foods to choose more of, foods to limit and portion control.	2.89	3.65	26%
m. Discuss the client’s role and responsibilities as a member of the health care team.	3.00	3.74	25%
n. Identify three main questions a client should ask their doctor.	3.00	3.74	25%
i. Identify the effects of tobacco, smoking, nicotine, second hand smoke and emerging products.	3.00	3.73	24%
d. Discuss limited food access by learning practical ways to manage food costs.	2.93	3.63	24%
h. Describe how much sleep is needed to gain health benefits.	3.07	3.74	22%
e. Describe what role exercise (physical activity) plays in a healthy lifestyle.	3.11	3.70	19%
f. Describe how much exercise is needed to gain health benefits.	3.19	3.70	16%
l. Discuss common reasons medications are not taken as prescribed and how CHWs can help clients overcome barriers to taking medications.	3.15	3.59	14%
b. Be able to read and interpret a food label.	3.19	3.63	14%
j. Define symptoms and causes of substance use disorders.	3.26	3.63	11%
Mental Health	Pre-Q	Post-Q	Percent Change
b. Identify and discuss the incidence and impact of mental illness and its cultural implications.	2.48	3.59	45%
a. Define mental health and mental illness.	2.52	3.63	44%
c. Describe indicators of good mental health across the life cycle.	2.56	3.59	41%
e. Identify symptoms and the importance of early intervention.	2.56	3.56	39%
d. Recognize causes of mental illness and its at-risk stressors.	2.63	3.63	38%
f. List local mental health resources and identify barriers to accessing care.	2.70	3.67	36%
g. Promote mental health in self, clients, families and communities.	2.85	3.70	30%

h.	Define stress.	2.85	3.63	27%
j.	Identify healthy stress management techniques.	2.89	3.67	27%
i.	Recognize common sources of stress (stressors) and stress responses/symptoms.	2.96	3.70	25%
k.	Recognize how to maintain lifestyle balance.	3.00	3.63	21%

Reports and other training resources can be found at <http://www.michwa.org/chw-training/>.