



MISSOURI DEPARTMENT OF HEALTH AND SENIOR SERVICES  
BUREAU OF CANCER AND CHRONIC DISEASE CONTROL  
**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 emphasizing 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 settings.

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

**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, 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 similar professionals. This includes training previously offered or that may be provided in the future.

**Academic Credit:** Please describe whether participants in the CHW course can receive academic credit. If academic credit is offered, the institution should provide a clear path for a smooth transition to earning an 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 the expected number of times the CHW course will be offered each year. Programs that have previously offered CHW training can provide data from prior years. Programs that 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 describe core competencies, CHW role, and potential career opportunities. Describe the pathways for the distribution of materials.

## PROGRAM CONTENT AND DESIGN

**CHW Education and Teaching Philosophy:** Please describe in detail how the training program's teaching philosophy aligns with Missouri's CHW Core Competencies.

**Interactive Learning Methods:** Discuss ways 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 instructors' expectations 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 can include ADA-compliant classrooms, accessibility tools for instructor use, interactive videos online, multi-platform operating systems, 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 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 by 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. The state must review and approve other versions 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 the standard curriculum, provide the 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 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 to expand students' knowledge and experience.

**Connection of Service Learning to Core Competencies:** Describe how the program ensures 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:** Describe trainers, including the number of CHW trainers at the organization and the number of trainers available for each CHW class. Provide information about each trainer's credentials related to training CHWs: years working in the CHW (or related) field, years of experience training CHWs, and the date 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			
<b>Notes and Comments:</b>			

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			
A variety of students participate throughout the class			
The teacher varies types of questions asked to students			
The teacher is inclusive of students in asking questions			
Implemented assessment at end of the lesson to gauge student learning			
<b>Notes and Comments:</b>			

Building Community in the Classroom	STRONG	APPARENT	NOT DISPLAYED
The teacher speaks with students as they enter/exit the class			
The teacher facilitates connection with individual students during class			
Students were engaged in materials throughout the course			
Activities are designed to engage adult learners			
The whole class is involved in sharing, planning, and evaluating			
Sufficient use of technology to build community			
<b>Notes and Comments:</b>			

**Incorporating Feedback**  
Please provide detailed information about how the training organization incorporates student feedback into the program.

**Final Thoughts**  
Please provide any additional pertinent information not previously covered by this renewal application.