TRADITIONAL HEALTH WORKER TRAINING PROGRAM APPROVAL EVALUATION RUBRIC

TRAINING PROGRAM NAME:

DATE OF REVIEW:

Number of Training Hours:

Instructions here to explain - Please see Appendix A for instructions of how to use the rubric and the process of review.
Checklist of items that need to be submitted prior to the meeting.

- **Submit Conflict of Interest Form for each application (See Appendix B). This is to be emailed to Cook Shaun F SHAUN.F.COOK@oha.oregon.gov or submitted via Smartsheet prior to the meeting.**
- **Complete personal review and notes and submit prior to being used to complete Group Rubric**

Clarify roles of reviewers (subcommittee members) and SMEs (classified as members of public) - subcommittee members and members of the public must recuse themself when discussing applications. Any questions will be provided in an email following the discussion and applicants will have the ability to respond and address any questions via email.

Group Rubric

NAME	ACTIVE REVIEW	OBSERVATION/PUBLIC SME	RECUSED

EVALUATION SCORE SCALE:
0- Response missing or does not address the question to meet the required standards
1- Response does NOT adequately address the required standards
2- Response meets some but not enough of the required standards for approval
3 – Response adequately meets the required standards and can be approved with recommended changes
4 - Response to question meets required standards
5 - Response to question exceeds required standards

EVALUATION: TRAINING PROGRAM PRINCIPLES AND PRACTICES
Aside from covering the curriculum topics, has the training program completed all the requirements necessary for approval?

#	Topic	Description/Considerations	5 - 4 Strong evidence	3 Adequate with changes	2 Concerns	1-0 Minimal Evidence	Comments, Recommendations
1.4/1.5	Organizational Overview and Prior Experience	Does the organization have a developed understanding of the THW model and how to integrate the THW training with their mission and teaching philosophy? Prior THW training experience is <u>not</u> required but may be considered in evaluating this question.					Does the organization have prior THW training experience? Y / N
2.1	Delivery of Training: Methodology	Does the training program use a variety of teaching methodologies such as popular education concepts or adult learning principles?					
2.1	Delivery of Training: Format and Strategies	Does the training program use a variety of formats to deliver training in a way that is tailored to the community, inclusive and accessible?					
2.2	Experienced THW involvement	Does the program use experienced THW's with the same certification in developing and teaching the curriculum? If not, is there an adequate explanation?					

2.3	Collaboration with Community	Does the program collaborate with a CBO, and if not, is there an adequate explanation?					**Required attachment:** Agreement and/or Letter of Support from local CBO Y /N
2.3	Based Organization (CBO)	Do they have a letter of support or Memo of Understanding (MOU) or agreement (MOA) and if not, is there an adequate explanation.					* Definition of CBO - **950-060-0010(8)**
#	**Topic**	**Description/Considerations**	**5 - 4 Strong evidence**	**3 Adequate with changes**	**2 Concerns**	**1-0 Minimal Evidence**	**Comments, Recommendations**
2.4	Recruitment and Enrollment	Does the program describe their approach to recruitment and have well-formed strategies for reducing barriers to enrollment?					Is there a fee? **Y / N / Unknown**
2.5	Community Need/ Allocation of Resources	Has the program identified the need for THW training in their communities? Is the program aware or in communication with other THW programs in the area to ensure that training needs for the community are appropriately met? Note: OHA is interested in duplication of services and inequity in access.					
2.6	Equivalency	Does the program grant equivalency for previous training and describe how equivalency is assessed? If not, there is an explanation on circumstances that present your program from doing so.				Not required for approval	**N**
2.7	Academic Credit	Will students receive academic credit? Optional				Not required for approval	**N** Is there a fee? **Y / N / Not Applicable**

2.8	Program Feedback and Improvement	Does the program have a method to track student satisfaction/feedback and a mechanism to improve the program using this feedback? Does the program have a method to track quality improvement from THWs in the field and a mechanism to improve the program using this feedback?					**Required attachment:** student feedback form **Y / N**
2.9	Records	Does the organization have an organized system of maintaining accurate records of graduates?					
2.10	Contact hour compliance	Does the training meet the definition of a contact hour? Are instructional activities interactive and participatory? Does distance learning include regular and substantive interaction between instructors and trainees? Self-paced and pre-recorded activities may supplement training but may not count toward required contact hours.					
2.11	Ownership, attribution and References	Are all curriculum materials properly referenced? If external materials are used, does the applicant demonstrate compliance with copyright? Is the information current and reviewed during curriculum renewal?					
		SEE CURRICULUM RUBRIC for 3a.1 to 3b.3 for specific curriculum review					
4.1/4.2	Final Assessment	Does the program have a method of assessing for the acquisition of knowledge and mastery of skills by its students with clear criteria for passing? Are there copies of the final assessment?					**Required attachment**: sample exams, rubrics **Y** / N
4.3	Criteria for Completion	Does the program have clear criteria, aside from the final exam, to determine whether students have successfully completed the program? Organizational training needs to educate students on THW certification and renewal process for every three years.					

4.5/4.6	Certificates	Does the organization provide certificates of attendance and certificates of completion? The certificates need to indicate the type of THWs trained.					**Required attachment:** Certificates
TOTAL FOR EACH COLUMN:							
PASS:			**Yes**	**No**			

Recommendations for Approval:

EVALUATION: REQUIRED CURRICULUM TOPICS (CHW, PSS, PWS, NAV) – Section 3a

Does the training program address all of the following topics for 80-hour CHW, PWS, PHN, and TTHW, and 40-hour for PSS, FSS, and YSS training?

#	Topics Required for CHW, PHN, PSS, PWS, & TTHW	5 - 4 Strong evidence	3 Adequate with changes	2 Concerns	1-0 Minimal Evidence	Comments, Recommendations
1	Community Engagement, Outreach Methods and Relationship Building					
2	Building Partnerships with Local Agencies and Groups					
3	The Role and Scope of Practice of Traditional Health Workers					
4	Communication Skills, including cross-cultural communication, active listening, & group and family dynamics					
5	Empowerment Techniques					
6	Knowledge of Community Resources					
7	Cultural Humility, Responsiveness & Cross-Cultural Relationships including Bridging Health System and Community Cultures					
8	Conflict Identification and Problem Solving					
9	Conducting Individual Strengths and Needs Based Assessments, person-centered practice					
10	Ethical Responsibilities in a Multicultural Context					
11	Legal Responsibilities					
12	Crisis Identification and Problem-Solving, including suicide prevention, overdose and intoxication, psychiatric crisis, and safety planning					
13	Organization Skills and Documentation, including use of HIT (Health Information Technology)					
14	Professional Conduct, including culturally appropriate relationship boundaries and maintaining confidentiality					
15	Navigating Person-Directed Advocacy within Relevant Systems					
16	Navigating Public and Private Health and Human Service Systems, including state, regional, local systems					
17	Working with Caregivers, Families, and Support Systems, including paid care workers					

18	Trauma-Informed Care, including screening and assessment, recovery from trauma, minimizing re-traumatization					
19	Self-Care with core strategies for self and communities including ethical responsibilities to self and others					
20	Resilience Strategies to Avoid Burn-Out and Compassion Fatigue					
21	Social Determinates of Health					
22	Stages of Change					
23	Oral Care					
	Required Additional Topics for Community Health Workers					
1	Conducting Community Needs Assessments					
2	Community Organizing					
3	Roles and Expectations for Working in Multidisciplinary Teams Including Supervisory Relationships					
4	Data Collection and Types of Data					
5	Introduction to Disease Processes including chronic diseases, mental health, tobacco cessation, and addictions, including warning signs, basic symptoms, and when to seek medical help					
6	Health Across the Life Span					
7	Adult Learning Principles - Teaching and Coaching					
8	Best Practices for Health Promotion					
9	Health Literacy Issues					
10	Group Facilitation Skills					
11	Principles of Motivational Interviewing					
12	Recovery, Resilience and Wellness Models					
13	Popular Education Methods					
14	Self-Efficacy					
	Required Additional Topics for Personal Health Navigators					
1	Adult Learning Principles, Including Teaching and Coaching					
2	Best Practices for Health Promotion					
3	Community Organizing					
4	Conducting Community Needs Assessments					
5	Data Collection and Types of Data					

6	Documentation and Chart Review					
7	Group Facilitation Skills;					
8	Health Across the Lifespan					
9	Health Communication and Medical Terminology					
10	Health Literacy Issues					
11	Introduction to Disease Processes, including Chronic Diseases, Mental Health, tobacco cessation, and addictions, including warning signs, basic symptoms, and when to seek medical help					
12	Popular Education Methods					
13	Principles of Motivational Interviewing					
14	Roles and Expectations for Working in Multidisciplinary Teams Including Supervisory Relationships					
15	Self-efficacy					
	Required Additional Topics for PSS in Adult Addictions, Adult Mental Health, Family Support & Youth Support					
1	Introduction to Mental Health and Co-Occurring Conditions including Tobacco Cessation					
2	The Role and Scope of Practice of Peer Support Specialists					
3	Recovery, Resilience, and Wellness					
4	Engaging with Individuals as Experts of their Own Lives using a Person-Centered Approach					
	Required Additional Topics for Peer Support Specialists in Adult Addiction					
1	Strategies for Lessening the Harm of Substance Use					
2	Overdose Prevention					
3	Medication-Supported Recovery					
4	Overview of Recovery Community Resources and Mutual Aid Models					
5	Relapse or Recurrence Prevention and Recovery Maintenance					
6	Understanding and Addressing Bias and Stigma Related to Addiction					
7	The Role of Lived Experience in Advocacy Work and Supporting and Individual in their own Recovery					

	Required Additional Topics for Peer Support Specialists in Adult Mental Health					
1	Understanding and Addressing Bias and Stigma Related to Mental Health					
2	Trauma-informed, Peer-led Approaches to Mental Health Engagement					
3	Navigating and Supporting Experiences of Non-consensus Realities and Extreme or Altered States					
	Required Additional Topics for Peer Support Specialists in Family Support					
1	The Role and Scope of Practice of Family Support Specialists, including National Standards					
2	Child/Youth Physical and Emotional Development (0-25)					
3	Parenting Concepts and Protective Factors					
4	Pre-K through Post-secondary Educational Programs					
5	System of Care Principles					
	Required Additional Topics for Peer Support Specialists in Youth Support					
1	Systems of Care and Positive Youth Development Principles					
2	The Role and Scope of Practice of Youth Support Specialists (including National Standards)					
3	Collaborative Problem-Solving Principles					
4	Protective Factors and Developmental Assets to Promote Resilience					
	Required Additional Topics for PWS in Adult Addiction, Adult Mental Health, Family Support & Youth Support					
1	Adult Learning Principles including Teaching and Coaching					
2	Best Practices for Health Promotion					
3	Data Collection and Types of Data					
4	Group Facilitation Skills					
5	Health Across the Life Span					
6	Health Literacy Issues					
7	Introduction to Disease Processes, including Chronic Diseases, Mental Health, tobacco cessation, and addictions, including					

	warning signs, basic symptoms, and when to seek medical help					
8	Principles of Motivational Interviewing					
9	Popular Education Methods					
10	Roles and Expectations for Working in Multidisciplinary Teams Including Supervisory Relationships					
11	Self-Efficacy					
	Required Additional Topics for Peer Wellness Specialists in Adult Addiction					
1	Strategies for Lessening the Harm of Substance Use					
2	Overdose Prevention					
3	Medication-Supported Recovery					
4	Overview of Recovery Community Resources and Mutual Aid Models					
5	Relapse or Recurrence Prevention and Recovery Maintenance					
6	Understanding and Addressing Bias and Stigma Related to Addiction					
7	The Role of Lived Experience in Advocacy Work and Supporting and Individual in their own Recovery					
	Required Additional Topics for Peer Wellness Specialists in Adult Mental Health					
1	Understanding and Addressing Bias and Stigma Related to Mental Health					
2	Trauma-informed, Peer-led Approaches to Mental Health Engagement					
3	Navigating and Supporting Experiences of Non-consensus Realities and Extreme or Altered States					
	Required Additional Topics for Peer Wellness Specialists in Family Support					
1	The Role and Scope of Practice of Family Support Specialists, including National Standards					
2	Child/Youth Physical and Emotional Development (0-25)					
3	Parenting Concepts and Protective Factors					
4	Pre-K through Post-secondary Educational Programs					
5	System of Care Principles					

	Required Additional Topics for Peer Wellness Specialists in Youth Support					
1	The Role and Scope of Practice of Youth Support Specialists, including National Standards					
2	Collaborative Problem-Solving Principles					
3	Protective Factors and Developmental Assets to Promote Resilience					
4	Systems of Care and Positive Youth Development Principles					
	Required Additional Topics for Tribal Traditional Health Workers					
1	Adult Learning Principles including Teaching and Coaching					
2	Best Practices for Health Promotion					
3	Cultivating Individual Resilience					
4	Community Organizing					
5	Conducting Community Needs Assessments					
6	Data Collection and Types of Data					
7	Group Facilitation Skills					
8	Health Across the Life Span					
9	Health Literacy Issues					
10	Introduction to Disease Processes including chronic diseases, mental health, tobacco cessation, and addictions, including warning signs, basic symptoms, and when to seek medical help					
11	Navigating Tribal Health Systems, and their Relationship with Federal, State, Regional, and Local Systems					
12	Culturally Specific Popular Education Methods					
13	Principles of Motivational Interviewing					
14	Recovery, Resilience, and Wellness Models					
15	Self-efficacy					
16	Supervisory Relationships for Working in Multidisciplinary Teams, including Supervisory Relationship					
17	Indigenous Perspective on Social Determinants and Drivers of Health					

EVALUATION: REQUIRED CURRICULUM TOPICS/ACTIVITIES (DOULA) - Section 3b

Does the training program address all the following topics/activities required for 28-hour doula training?

#	Topic	5 - 4 Strong evidence	3 Adequate with changes	2 Concerns	1-0 Minimal Evidence	Comments, Recommendations
1	Anatomy and physiology of labor, birth, maternal postpartum, neonatal transition, and breastfeeding					
2	Labor coping strategies, comfort measures and non-pharmacological techniques for pain management					
3	The reasons for procedures of, and risks and benefits of common medical interventions, medications, and Cesarean birth					
4	Emotional and psychosocial support of women and their support team					
5	Birth doula scope of practice, standards of practice, and basic ethical principles					
6	The role of the doula with members of the team					
7	Communication skills, including active listening, cross-cultural communication and inter-professional communication					
8	Self-advocacy and empowerment techniques					
9	Breastfeeding support measures					
10	Postpartum support measures for the birthing person and baby relationship					
11	Perinatal mental health					
12	Family Adjustment and dynamics					
13	Evidence-informed educational and informational strategies					
14	Community Resources Referral					
15	Billing and Charting					
15	Professional conduct, including relationship boundaries and maintaining confidentiality					
16	Self-Care with core strategies for self and communities including					

TOTAL SCORES FOR EACH COLUMN:						
PASS: **Yes** **No**						
Recommendations for Approval:						
	ethical responsibilities to self and others					
17	Resilience Strategies to Avoid Burn-out and Compassion Fatigue					

APPENDIX A - Guidance for reviewers on use of rubric:

The following are instructions on how to use the rubric to the benefit of the flow of the meeting. for the good of the order.

- Each reviewer will independently review the curriculum and document a rating of 0-5. Ratings are from 0 (not answered or differs from an unconditional "yes" to the question) to 5 (fully addressed) See table below for each rating level with examples.
- See bullets for Rubric Review Process:
    - Reviewers will need to review curriculum prior to the meeting and use their individual scores to contribute to a group rubric discussion on recommendations for the program to be fully approved or reasons for denial.
    - Reviewers will use their independent notes to prepare to contribute to discussion and support the completion of a group rubric.
    - In the TEMPS meeting, one rubric will be completed using consensus with the focus of conversation on scores 3 and under (i.e. anything that would preclude an approval)

Score	Criteria
0	Response missing or does not address the question to meet the required standards. ● There is **no evidence** that this question has been addressed and/or there is no attachment or materials. This requires that the application will need to be resubmitted to include this information and/or meet the standard.
1	Response does NOT adequately address the required standards. ● There is limited evidence that this question has been addressed (e.g. the material is incomplete and our answer does not address the question completely). This requires that the application will need to be resubmitted to include this information and/or meet the standard.
2	Response meets some but not enough of the required standards for approval ● There is evidence that this question has been addressed but is lacking information. This requires that the application components that did not meet the required standards will need to be resubmitted to include this information and/or meet the standard.
3	Response adequately meets the required standards and can be approved with recommended changes ● There is evidence that this question has been addressed but there is a need for additional information to make the response complete. This requires that the applicant follow up with information in a timely manner. Information will need to be submitted within the time frame to be approved.

	Scores 4-5 meets standards and does not need to be addressed
4	Response to question meets required standards. No discussion required - standards were met.
5	Response to question exceeds required standards. No discussion required - standards were met and exceeded expectations.