**Course ​Syllabus**

**Course Title:** CHW Core Competency Training

**Course Term:** Spring 2025

**Delivery Mode:** In-Person at Western Technical College

**Course Dates:** March 10, 2025 – April 11, 2025

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| **​​Instructor​ Information** | **​​Email​** |
| ​​ Danielle Krozel​ | ​​[dkrozel@gruw.org](mailto:dkrozel@gruw.org) ​ |
| Jennifer Roberts | [jroberts@gruw.org](mailto:jroberts@gruw.org) |

**Course Description**

The Great Rivers HUB’s Wisconsin CHW Core Competency Training is a validated workforce development program designed to equip participants with essential skills for the Community Health Worker (CHW) role. This training was developed based on the national [C3 Core Competency standards](https://www.c3project.org/about) developed based on feedback from Community Health Workers. This comprehensive training includes 80 hours of lecture and class instruction, 80 hours of field practicum, and various homework assignments. Unlike traditional school courses, this program emphasizes hands-on learning and real-world application, integrating field experience with classroom instruction. Participants will engage in real-time evaluations to assess their understanding of core competencies, ensuring readiness for the CHW workforce.

Community Health Worker (CHW) core competency training helps develop the skills and knowledge needed to start a career as a CHW.

**Topics include:**

* Body systems, medical knowledge
* Assessing each client’s needs
* Promoting healthy eating/active living
* Disease prevention and management
* Navigating health and social service systems
* Health insurance basics
* Helping clients get connected to care
* Computer skills and digital literacy
* Productivity and organizational skills
* Listening, interviewing, presenting
* Referrals and action planning
* Community outreach and engagement
* Coaching and motivating
* Teaching strategies
* Public health emergencies
* Advocating for policy change
* And more…

**Program Goals​**

Upon completing this program, students will be able to demonstrate the knowledge and skills necessary to be effective Community Health Workers who can do the following in a local and community context.

* Cultural Mediation Among Individuals, Communities, and Health and Social Service Systems
* Providing Culturally Appropriate Health Education and Information
* Care Coordination, Case Management, and System Navigation
* Providing Coaching and Social Support
* Advocating for Individuals and Communities
* Building Individual and Community Capacity
* Providing Direct Service
* Implementing Individual and Community Assessments
* Conducting Outreach
* Participating in Evaluation and Research

​​**Technology Requirements ​**

Students need a laptop or desktop computer with a functioning microphone and camera to participate in the classes. Internet bandwidth must be adequate for streaming course videos. Access to a printer is also necessary. If this is a barrier, trainees should communicate ahead of the course starting so assistance can be provided.

**Prerequisites**

Submit your assignments [HERE-](https://training.ccspathways.com/learn/signin)

Signed Syllabus Agreement

**All Financial Paperwork into your shared box.com folder**

* [I9 & IDs](https://www.uscis.gov/sites/default/files/document/forms/i-9.pdf)
* [W9](https://www.irs.gov/pub/irs-pdf/fw9.pdf)
* Direct Deposit form
* Supervisor and Field Site Agreement

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**Recommended**

Proof of Adult CPR & AED

**What Can You Expect**

We will respond to emails within 24 hours during the Monday through Friday work week

We will try to provide assignment feedback within seven days after the deadline. On the first day of class, you will be assigned a primary instructor, and you can reach out to them via email with any questions or to report a problem. You are also welcome to communicate with Aron regarding the required financial prerequisites or your application.

**What We Expect**

As a workforce development training course, participation also requires a certain level of conduct that aligns with a demonstration of meeting typical workplace expectations. Assessment and evaluation of understanding of content are conducted in real-time during in-person training modules. As a result, classroom participants need to be present and attentive and participate throughout these classroom portions so that trainers can accurately evaluate each participant.

**Trainee Conduct Expectations:**

* Timely attendance and participation in 100% of class time\*
* On time to training sessions and at return from breaks throughout course days
* Completion of 80 hours of field practicum time at an approved site
* Timely completion of all homework assignments
* Supervisor/Field Practicum observation completion
* Evaluation confirming demonstration of understanding of all Core Competencies (completed by the course trainer)
* HIPAA Certificate of completion
* CPR completion
* Meeting trainee conduct expectations.
* Communicating to trainers any barriers for attending class 24 hours before or after class sessions and within 72 hours before homework due dates. *\*See “****Make-up sessions****” for how to make up any excused missed class time*
* Ability to communicate professionally in person, by phone, and by email with trainers.
* Demonstration of organizational skills to include managing calendar, course times, and homework deadlines.
* Ability to advocate for any additional help that might be needed or issues that arise to meet expectations for completing the course to the trainers in a timely manner.
* During in-class and field practicum times, students are expected to be free from the influence of illicit drugs or alcohol.
* Active participation is expected in all sessions. *Details of what is considered active participation are listed below.*

**Active Participation:**

Active participation during in-class time is expected to include but not limited to:

* Attention when the trainer or other trainees are talking.
* Participate in small group work.
* Completion of self-paced work
* Asking questions and/or communicating during group discussions or activities.

1. During virtual sessions, the following are additional guidelines for active participation to be achieved: Need to be on a laptop/computer vs a phone for virtual sessions (PLEASE indicate if this will be a barrier before the training begins for trainees to help support)
2. Be on video for the entire session unless otherwise indicated by the trainer.
3. Demonstrating various participation techniques: coming off mute to speak, using reactions, adding to the chat, sharing screens (when appropriate), and participating in group breakout sessions.
4. Should not be transporting/in a vehicle or otherwise traveling during virtual training sessions.

Participants will **not** be counted as participating during class if they are:

* Sleeping during the class
* On their phone (call, text, email, or otherwise) an excessive amount during the session
* Suspected of being under the influence of illicit drugs or alcohol during sessions
* Excessive side conversations that do not contribute to course content or larger group discussions.

When possible, trainers will try to make a request to get back on track with appropriate participation. After one warning, if behavior continues, trainers will indicate after the training that the module is not fulfilled by the participant. At times, it will not be possible to make a warning. Either way, any of the conduct listed under the “not being counted” section may result in an inability to graduate the course successfully. Make-up sessions will not be made for participants choosing not to participate during sessions that are physically present for.

**Make-up sessions**

At Great Rivers HUB, we understand that unexpected situations arise. When emergencies, illness, or other unavoidable circumstances prevent you from attending class, we offer options to help you complete the course successfully. To be eligible for make-up sessions, please notify your trainer before missing class or within 24 hours of the missed session. Valid reasons for excused absences include illness (documentation may be requested when possible) and family emergencies.

To maintain the quality and integrity of the training, please carefully review the dates listed in the Registration and Course Schedule and only register if you can fully attend. Make-up sessions cannot be accommodated for personal vacations, scheduled trips, or other planned absences. Additionally, missed sessions without proper communication cannot be made up.

If you need to make up missed content, don't hesitate to contact your trainer directly to arrange this. Make-up sessions are scheduled on Wednesdays during the Core Competency Course. At the trainers' discretion, up to 4 lecture hours can be missed. **There may be times when content that is missed still needs to be made up. Trainers will work with participants to identify what requires make-up time or not.**

Makeup time will only be available on Wednesday afternoons. Participants will need to make that time available to make up time missed if required by trainers.

**Failure to pass the course:**

Attributes or actions that may result in the failure of the course completion for a trainee include:

1. The inability to demonstrate the minimum skills required.
2. Attitudes that would adversely impact the program.
3. The inability to attend all the required training sessions.
4. Academic Misconduct **Plagiarism** includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials.

**Cheating** includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of the Program faculty or staff; (4) engaging in any behavior specifically prohibited by a faculty member in the course syllabus, assignment, or class discussion; (5) or otherwise engaging in behavior that gives the student an unfair academic advantage including, but not limited to, fabrication of data or sources, resubmitting work already submitted for another academic requirement without prior authorization, or other similar behavior.

* Facilitating, procuring, or encouraging another person to engage in plagiarism or cheating.
* Non-Academic Misconduct Intentional or reckless physical harm to another person.
* Written, verbal, physical, or other conduct that intentionally or recklessly places another person in reasonable fear of: ▪ Infliction of bodily harm to oneself
* Infliction of bodily harm to a third party
* Endangerment
* Harassment or Provocation
* Interference
* Non-Compliance
* Damage to property
* Alcohol Misuse
* Drug Misuse
* Dishonesty
* Theft
* Violation of any federal, state or local law.

Upon determination to withhold course completion by the trainer, will provide reasons for such determination via electronic mail to the address provided by the trainee, to explain the reason(s) for withholding course completion, making every effort to respect the feelings of the trainee.

A qualified trainee who has failed to meet the standards necessary for course completion because of his or her inability to demonstrate the minimum skills required may reapply for another course. The same would also apply to a trainee removed from training by the due to an inability to adhere to the standards for trainee conduct as outlined in these policies.

A person raising her hand in a classroom

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**Course Summary**

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| **Day/Date** | **Time** |
| Monday, 3/10 | 8:30-4:30 |
| Tuesday, 3/11 | 8:30-4:30 |
| Monday, 3/17 | 8:30-4:30 |
| Tuesday, 3/18 | 8:30-4:30 |
| Monday, 3/24 | 8:30-4:30 |
| Tuesday, 3/25 | 8:30-4:30 |
| Monday, 3/31 | 8:30-4:30 |
| Tuesday, 4/1 | 8:30-4:30 |
| Monday, 4/7 | 8:30-4:30 |
| Tuesday, 4/8 | 8:30-4:30 |
| Friday, 4/11 | Graduation |

**Assignments Due**

* **Assignments Due Sunday March 16th by 8pm:**
* Week 1 Reflection Report
* Week 1 Time and Task Log, submitted by your supervisor to Aron at [anewberry@gruw.org](mailto:anewberry@gruw.org)
* Week 1 Core CHW roles and skills used
* **Assignments Due Sunday March 23rd by 8pm:**
* Week 2 Reflection Report
* Week 2 Time and Task Log, submitted by your supervisor to Aron at [anewberry@gruw.org](mailto:anewberry@gruw.org)
* Week 2 Core CHW roles and skills used
* **Assignments Due Sunday March 30th by 8pm:**
* Week 3 Reflection Report
* Week 3 Time and Task Log, submitted by your supervisor to Aron at [anewberry@gruw.org](mailto:anewberry@gruw.org)
* Week 3 Core CHW roles and skills used
* Healthy Me Activity
* **Thinking ahead,** please make plans with your supervisor to complete the supervisor observation before graduation.
* **Assignments Due Sunday April 6th by 8pm:**
* Week 4 Reflection Report
* Week 4 Time and Task Log, submitted by your supervisor to Aron at [anewberry@gruw.org](mailto:anewberry@gruw.org)
* Week 4 Core CHW roles and skills used
* Resource Tour PowerPoint and Excel
* **Assignments Due Thursday April 10th by 8pm:**
* Week 5 Reflection Report
* Week 5 Time and Task Log, submitted by your supervisor to Aron at [anewberry@gruw.org](mailto:anewberry@gruw.org)
* Week 5 Core CHW roles and skills used
* Supervisor Observation, submitted by your supervisor [dkrozel@gruw.org](mailto:dkrozel@gruw.org) and [jroberts@gruw.org](mailto:jroberts@gruw.org). **Please plan AHEAD and schedule with your supervisor to get this completed by this day**!

**Accommodation for Students with Disabilities**

To ensure that all our students have equitable access to our course materials, we strive to post them in a format that meets their needs. If you find that the course material is not accessible to you in a format that meets your needs, or you need other support accommodation, don't hesitate to contact your assigned instructor or Aron. We will work with you to find reasonable accommodation.

**HRSA Grant program participants (2023-Spring 2025):**

Between 2023-2025, CHW Core Competency training may be supported via funds provided by an HRSA grant managed by United Way of Wisconsin. This will allow funding support for training for those who do not have funds to support it at a total of $2,500. Certain trainees might also qualify for a support stipend to help address any social determinants of health barriers that might be present in attending the class in full. The student support stipend will be released in two payments. The first is when 50% of the class is completed, and the second is when all course content is completed.

**​Instructor Bios**

**Danielle Krozel**



Hello All, my name is Danielle Krozel, I have been a part of the Great Rivers HUB team as the Clinical Partnerships Manager since 2019. I earned my Bachelor’s degree in Health Sciences from the University of Missouri (Go Tigers) and a Master of Public Health from Elmhurst College.  I am passionate about the promotion of living healthy lifestyles and addressing health disparities. My main role at Great Rivers HUB as the Clinical Partnerships Manager is to develop and maintain clinical partnerships with local healthcare systems in the greater La Crosse region. I also get the pleasure of instructing this course and meeting all of you!

Outside of my time at the office, I have 2 beagles and a 19-month-old daughter. We love to be outside, we spend many days on the river, and we love to travel. I am a long-distance runner, I love listening to music, and going to concerts with my husband.

Looking forward to this fall cohort, I am exciting to learn and grow over the next 6 weeks together.

**Jennifer Roberts**



Hello, my name is Jennifer Roberts, and I am proud to be a part of the Community Health Worker (CHW) training team at Great Rivers HUB. I have been working with children and families for several years, and my journey as a CHW began when I also completed the Core Competency training with the HUB. Since then, I have been actively serving in the CHW role, which has given me a deep understanding of the impact we can have on the communities we serve. Recently, I stepped into the role of Operations Manager at the HUB in 2023.

As someone with firsthand experience in the field, I’m excited to help guide and mentor others through the CHW course. Seeing students develop new skills and grow professionally is one of the most rewarding aspects of this work. Outside of my professional life, I have two children and three beautiful granddaughters, and I also enjoy raising Border Collies and reining horses. I'm thrilled to share my knowledge and help shape the next generation of CHWs.

**Aron Newberry**

A person in a suit smiling

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Welcome to the Great Rivers HUB CHW Core Competency Training! I’m Aron Newberry, and I’m thrilled to be working with you over the next few weeks as we explore the important role that Community Health Workers play in our communities. Each cohort brings fresh perspectives, and I truly value the unique lived experiences you all contribute. Our goal is to help equip you with the skills and confidence to leverage these experiences into a fulfilling career as a CHW.

A little about me: I’ve spent over a decade in public health, working at both the federal and county levels, most recently serving as the Director of the Trempealeau County Health Department. Currently, I’m the Workforce Development Manager at Great Rivers United Way, where I focus on advancing the CHW workforce in Wisconsin. My work centers on building partnerships, reducing barriers to care, and improving health equity, particularly for underserved populations.

You have already encountered my name during the application process, as I’ve been helping to guide all of you through that stage. I’ll continue to assist throughout the program, including providing support for Danielle and Jennifer during our Zoom sessions. Toward the end of the training, I’ll also be leading a session on public health emergency preparedness, which is a topic I’m particularly experienced in.

When I’m not working, I enjoy spending time with my wife and our two children, ages 8 and 5. I’m also pursuing my MBA from UW-Eau Claire, which keeps me busy! I look forward to getting to know each of you as we learn and grow together throughout this training. I’m confident that your experiences and perspectives will enrich our time together, and I’m here to support you every step of the way.