# MoSTEMWINs Curriculum Review Rubric
## Fall 2016/Spring 2017

**Program Reviewed:  Community Health Worker (CHW)**

**College: St. Louis Community College**

**Reviewed By: Sandy Snook, MSW**

**Date: June 25, 2017**

**Review scale definitions:**

**Exceptional:**  Review component is a "best practice" and represents a model for replication.

**Very good:** Review component is complete and effective.

**Good:** Review component is adequate but presents opportunities for improvement.

**Ineffective:** Review component is weak and in need of significant improvement.

**No or Insufficient Evidence:**   Review component was not covered or information provided in the documents was insufficient for assessment.

| Curriculum Map, Career Ladder/Stackable Credential Documentation, Syllabi | Excellent | Very Good | Good | Ineffective | No/Insufficient Evidence |
|---|---|---|---|---|---|
| 1.  Program CIP code/s appropriate to program title and outcomes. | | | | | X – non-credit |
| 2.  Effective program structure (prerequisites, course sequence, stackable credential-structure provide a clear, logical path to completion). | X | | | | |
| 3.  Outcomes aligned to occupational focus (industry skills and standards) and prepare students for appropriate industry certification/s. | | X | | | |
| 4.  Outcomes are clearly stated. | X | | | | |
| 5.  Outcomes are introduced and reinforced effectively. | X | | | | |
| 6.  Course objectives are clearly stated and measurable. | X | | | | |
| 7.  In single-course programs, modules support one or more course objective. | X | | | | |

**Comments or recommendations specific to each section rated:**

1. Based on recommendations from the bi-state CHW collaborative, Community Health Worker should remain a non-credit course in order to attract diverse participants who have qualifications for and interest in this grassroots level community work. Metropolitan Community College (MCC) has delivered similar content from high school to PhD students. This course focuses on unique, transferable skills.

2. The Course Alignment Summary is exceptionally clear and detailed, providing a thorough understanding of how core competencies align with class objectives. The Syllabus provides the student with a clear understanding of expectations and path to completion.

3. At this time there is no Missouri or national CHW certification process based on industry skills and standards, however, the current curriculum detail aligns with approved Missouri core competency expectations. It is important to recognize this profession is evolving and so should the curriculum.

4. Outcomes are clearly stated in all documents and slides.

5. Outcomes are reinforced effectively.

6. Outcomes are clearly stated and measurable. The Reflection Rubric provided in the Service Learning Handbook is an excellent tool for both student *and* instructor to evaluate progress.

7. There is appropriate content overlap that supports course objectives throughout.

**General comments or recommendations**:

SLCC should continue to participate in state-wide coalition meetings to receive feedback from others delivering the curriculum. This will effectively add to or deepen content based on participant and instructor experiences & recommendations. All current documents are thorough and build on one another. It is an easy-to-use package that will continue to evolve as the profession and participation grows.

| Instructional Materials and Lab Resources | Excellent | Very Good | Good | Ineffective | No/Insufficient Evidence |
|---|---|---|---|---|---|
| 1. Support stated course or unit learning objectives. | | X | | | |
| 2. Meet/reflect current industry practices and standards. | | X | | | |
| 3. Provide options for multiple learning styles. | X | | | | |
| 4. Instructional materials are cited properly. | X | | | | |
| 5. There is evidence of materials and resources that support on-line or technology-enabled learning. | X | | | | |

**Comments or recommendations specific to each section rated:**

1. The handouts include an excellent article related to St. Louis water quality that invites deeper examination regarding a local issue and increases understanding of the impact of local social determinants of health and institutional bias, indifference or ineffectiveness, derived from economic, cultural, religious, ethnic or other reasons. Course instructors should be encouraged to intentionally

add/include many local articles and invite local experts to address the class. Unique, local history lessons, current events and the impact of changing health policy should be regularly utilized in class to connect course content directly to learning objectives. This invites students to contact journalists, legislators, medical professionals and local programs to build relationships with future resources.

2. Current CHW employment models and scope of practice vary state-to-state and employer-to-employer, making it difficult to meet and reflect current industry practices that are varied. SLCC/MCC instructional materials certainly align with a nationally recognized, comprehensive textbook and also align with MO core competencies but, because there is no national industry standard at this time, others utilizing this content may want to study CHW requirements in that area.

3. Instruction, class activities, service learning and assignments include a wide variety of professional practice that includes visual, verbal, auditory, hands-on and relationship-building opportunities.

4. Specific linkable citations can be found at the end of the slides of all modules. Care has been given to provide appropriate, accurate acknowledgments for a variety of items.

5. Federal government web sites (i.e. [www.thinkculturalhealth.hhs.gov](www.thinkculturalhealth.hhs.gov)) are included as handouts and cited on class slides. These are excellent, sharable free sites for CHW resource gathering and continual policy updates. Discussion Board questions are very thorough for each section and relevant to class content. Effectively facilitating discussion of this information is key. Answers can be challenging and will aid the instructor in recognizing if the student is understanding class content.

**General comments or recommendations**:

Teaching this CHW class entirely online may be a challenge because the emphasis of the core competencies requires interacting effectively with diverse clients in community. Online platforms do not necessarily offer student-to-student face-to-face interaction that will mirror CHW-client interaction. Instructors of online courses may want to consider mandatory discussion board assignments to glean information from student interaction and gauge understanding of specific content. Classrooms with intentionally diverse students provide great space for facilitating interaction in a small community and allow for personal *practice*. There may be significant parts of this course that could be taught online, however, facilitating student learning about community interaction calls for unexpected and potentially uncomfortable challenges to personal biases that may be easy to hide in an online setting. A good instructor will model effective facilitation of student engagement (ideally in a circle) and engage discussion that leads to new learning. CHW students should participate in enough practice to do no harm to clients of difference once employed.

| Overview Table: Objectives, Modules/Units, Learning Activities and Assessments | Excellent | Very Good | Good | Ineffective | No/Insufficient Evidence |
|---|---|---|---|---|---|
| 1. Modules/units are linked to course objectives. | X | | | | |
| 2. Learning activities promote achievement of stated module/unit objectives. | X | | | | |
| 3. Learning activities provide opportunities for interaction and active learning. | X | | | | |
| 4. Learning activities provide options for multiple learning styles. | X | | | | |
| 5. Learning activities are linked to current industry practices, standards and certifications. | | X | | | |

| # | Criteria | | | | | |
|---|---|---|---|---|---|---|
| 6. | Learning activities demonstrate evidence of innovation or enhancements to support adult learner success. | X | | | | |
| 7. | Materials/resources (to include equipment, tools and software) are used in a way that students understand their purpose and use in industry settings. | X | | | | |
| 8. | Assessments measure stated learning objectives and link to industry standards. | | X | | | |
| 9. | Assessments align with course activities and instructional materials and resources. | X | | | | |
| 10. | Assessments are sequenced throughout the instructional period to enable students to build on feedback. | X | | | | |
| 11. | Assessments are varied and appropriate to content. | X | | | | |
| 12. | Assessments provide opportunities for students to measure their own learning progress. | X | | | | |

**Comments or recommendations specific to each section rated:**

1. Modules are effectively linked to course objectives.

2. Homework and service learning activities promote student achievement of objectives and modeling of core competencies.

3. Homework and service learning promote student outreach, building positive relationships and active learning.

4. Instruction, class activities, service learning and assignments include a wide variety of professional practice that includes visual, verbal, auditory, hands-on and relationship-building opportunities.

5. "Current industry practices" are not yet nationally established. States are working individually to create programs and establish certification. This course matches Missouri competencies and should continue to evolve as the program is delivered and evaluated.

6. Highly interactive and community-engaged activities are encouraged/required.

7. Care has been taken to utilize appropriate materials and resources.

8. "Industry standards" are not yet nationally established, however this course effectively aligns with Missouri standards as established by statewide consensus.

9. The instructional period appears to be aligned to the text and appropriate assessments enable student feedback.

10. Slides and assessments appear to invite interaction and allow for engaging self with others to assess learning of content.

11. Assessments include answering questions, classroom interaction, sharing self-reflection, hearing peer/instructor feedback, and working with community partners. All appropriate for course content.

12. This course requires personal reflection from day 1, particularly during the Service Learning component. Homework assignments also allow students and instructors weekly opportunities for learning reflection.

**General comments or recommendations**:

Ongoing individual service learning experiences should be discussed during class as it applies to course content. This encourages students to share what they are learning with each other and allows the instructor to know if students are on target. Also, encouraging incumbent workers to participate in more than the required 50% of classroom sessions (as is done in the Service Learning Handbook), is important. Non-incumbent students have much to learn from incumbent workers and would benefit greatly from their participation in class. This could also foster future collaboration. SLCC has also created a desirable partnership with the local school district for service learning. Well done! As the profession evolves, there could be additional partnering opportunities with hospitals or clinics. Building strong community partnerships will enhance the program as well as the potential of other STEM relationships.

| Innovative or Enhanced Strategies | Excellent | Very Good | Good | Ineffective | No/Insufficient Evidence |
|---|---|---|---|---|---|
| 1. Accelerate Entry into Career Programs<br><br>Refine assessment, transform developmental education and add support services to meet the needs of participants | X | | | | |
| 2. Create Clear Pathways to STEM Careers<br><br>Expand access to and/or develop new stacked and latticed credentials in programs that meet employer needs | X | | | | |
| 3. Improve Employment Attainment<br><br>Collaborate with industry, WIBs, state, and community-based organizations to engage, guide and employ participants | | X | | | |

**Comments or recommendations specific to each section rated:**

1. The job shadowing opportunities found in service learning carry the potential of building relationships with outside agencies and creating opportunities to transform the educational experience for students, instructors and, potentially, the learning institution. Because this program is about community development and utilizing local resources, new partnerships and learning pathways could develop in other STEM areas.

2. Community health work has been known to lead to student interest in nursing, medicine, public health, social work, etc. The course content and assignments equip students with the knowledge and skills to examine tough community problems, gather and evaluate evidence, and make sense of that information. Using these skills to evaluate community are STEM skills that can be stacked or latticed to other programs.

3. Community Health Worker is a profession in development nationwide. An assigned Medicaid code, for instance, is not the same in every state. Some states are further along with CHW professional certification, and recognition of the need for CHWs is increasing and expected to result in increased employment opportunities. Students and instructors should be encouraged to advocate for the profession.

**General comments or recommendations**:

Delivery of this curriculum has revealed that students who seek, study and understand the data related to social determinants of health and practice the self-reflection and cultural humility this course requires, begin to understand how valuable their unique background and strengths are in the community. As they learn, they begin to share the impact of local history, culture, race, health data, policy, geography, etc.

CHWs need to be aware of hundreds of human service agencies, groups and individuals within their community and recognize which resources will be effective for their clients. Utilizing and referring to local services requires building positive relationships and knowing how to put clients in touch. SLCC, students and, eventually, clients will benefit from the relationships that result from student interaction in the community.

Many students feel called to seek and stay employed as CHWs. This program also provides powerful practice that can lead to career interest beyond Community Health Worker for learners of all ages. As CHWs practice reflecting on their personal strengths, assumptions and biases, they become more self-aware of specific skills that could make a real difference in their community and potentially lead to the pursuit of STEM degrees.