

# THE REGISTERED APPRENTICESHIP OCCUPATIONS AND STANDARDS CENTER OF EXCELLENCE (AOSC)

## Community Health Worker National Occupational Framework

**ONET Code: 21-1094.00**

**RAPIDS Code: 2002**

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# Introduction to Using This Document

Under the Registered Apprenticeship Technical Assistance Centers of Excellence award, the Urban Institute leads the Occupations and Standards work. One of the main objectives of Urban's project is to create high-quality, well-researched, consensus-based work process schedules that are nonproprietary and widely available. This document is a product of that work and contains three sections: the occupational overview, the work process schedule, and the related technical instruction.

The **occupational overview** is a general introduction, including alternative job titles, any prerequisites, and, if applicable, the total number of hours needed to complete a time-based or hybrid program.

The **work process schedule** outlines the major job functions, competencies, and/or hours an apprentice completes in a registered apprenticeship program. It outlines what apprentices are expected to learn on the job with the support of a mentor or journeyworker (a worker mastering the competencies of an occupation in a particular industry), including both core competencies and those deemed optional by experts in the field. The work process schedule is the foundational document guiding a program.

Urban works with numerous experts to ensure the content is thoroughly researched and vetted to reflect the expectations of industry, educators, labor unions, employers, and others involved in apprenticeship for this occupation. Sponsors and employers can use the work process schedule as their program standards with assurances it has been approved by experts in the field.

The **related technical instruction** presents considerations for the coursework that apprentices will undertake to supplement on-the-job learning. It is intended to serve as a reference to sponsors exploring their options for the accompanying classroom, virtual, or hybrid training.

## How to Use the Work Process Schedule

Sponsors can adapt the work process schedule to accommodate their needs for competency- or time-based or hybrid programs. In a **competency-based** apprenticeship, sponsors assess apprentices' progress across core and optional competencies listed in the work process schedule. In a **time-based** apprenticeship, apprentices complete a predetermined number of hours across major job functions and the program overall. In a **hybrid** apprenticeship, sponsors monitor apprentices' hours spent on major job functions and assess their proficiency across competencies.

Each program type has a different method of assessment:

- **For a competency-based program**, apprentices engage in activities and make progress toward proficiency in the identified competencies. Sponsors overseeing apprentices' work assess their mastery of the outlined competencies using the following rating scale:

- 4—Competent/proficient (able to perform all elements of the task successfully and independently)
- 3—Satisfactory performance (able to perform elements of the task with minimal assistance)
- 2—Completed the task with significant assistance
- 1—Unsuccessfully attempted the task
- 0—No exposure (note the reason—absence, skill isn't covered, etc.)

The competencies may be completed in any order. Apprentices must perform at a level 4 or 3 in all competencies listed as “core” to complete the apprenticeship program successfully.

- **For a time-based program**, sponsors monitor apprentices' completion of hours in training across major job functions. The total number of hours recommended for this occupation is listed in the occupational overview and is based on guidance from the US Department of Labor. Generally, apprentices must have at least 2,000 hours overall for on-the-job learning, but occupations of greater complexity may require more hours. Sponsors will provide apprentices with supervised work experience and allocate the total number of hours across the major job functions to adequately train their apprentices.
- **The hybrid approach** blends both competency- and time-based strategies. Sponsors measure apprentices' skills acquisition through a combination of completing the minimum number of hours of on-the-job learning successfully demonstrating identified competencies. Sponsors will assess apprentices' proficiencies as described for competency-based programs with a rating scale of 0–4 for every core competency. Generally, apprentices have at least 2,000 hours overall for on-the-job learning, but occupations of greater complexity may require more hours. Sponsors will document apprentices' completion within a minimum and maximum range of hours assigned for each major job function.

# Community Health Worker Occupational Overview

## Occupational Purpose and Context

Community Health Workers (CHWs) are frontline public health workers who understand and are trusted members of the communities they serve. This trusting relationship enables CHWs to serve as a liaison, link, or intermediary between health care and social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery. CHWs act as liaisons or advocates and implement programs that promote, maintain, and improve individual and overall community health by increasing health knowledge and self-sufficiency through various activities such as outreach, community education, informal counseling, social support, and advocacy.

## Potential Job Titles

Community health worker, public health worker, public health assistant, community health promoters, apprise counselor, community health outreach worker, community health program coordinator, community health program representative, community health nutrition educator, HIV counseling and testing specialist (CTS)

## Apprenticeship Prerequisites

Apprentices should have a high school degree or equivalent and fluently speak, read, and write in the primary language of the community being served. The physical dexterity to complete job tasks with reasonable accommodations is necessary.

## Recommended Length of Apprenticeship (Time/Hybrid Programs Only)

The recommended length of on-the-job learning in a Community Health Worker apprenticeship program is 2,000 to 4,000 hours.

# Work Process Schedule

## Community Health Worker

ONET Code: 21-1094.00

RAPIDS Code: 2002

### Instructions for Use:

**Competency-based programs:** In the “performance level achieved” column of the work process schedule (see examples starting on the next page), assess apprentices’ performances on each competency with the scale below. No monitoring of hours is required for this approach. See “Guidelines for Competency-Based, Hybrid and Time-Based Apprenticeship Training Approaches,” US Department of Labor, Employment and Training Administration, Office of Apprenticeship, October 20, 2015,

<https://www.apprenticeship.gov/sites/default/files/bulletins/Cir2016-01.pdf>.

- 4—Competent/proficient (able to perform all elements of the task successfully and independently)
- 3—Satisfactory performance (able to perform elements of the task with minimal assistance)
- 2—Completed the task with significant assistance
- 1—Unsuccessfully attempted the task
- 0—No exposure (note the reason—absence, skill isn’t covered, etc.)

**Time-based programs:** In the “hours” row, specify the number of hours apprentices will fulfill for each job function. No assessment of competencies is required for this approach.

**Hybrid programs:** In the “performance level achieved” column, assess apprentices’ performances on each competency using the 0–4 scale above. In the “hours” row, identify a range of hours apprentices should spend working on each major job function.

<b>Job Function 1: Follows safety practices when interacting in a medical or community environment</b>		
<b>Hours (time-based and hybrid programs only):</b>		
<b>Competencies</b>	<b>Core or optional</b>	<b>Performance level achieved (0–4) (competency-based and hybrid programs only)</b>
A. Abides by blood-borne pathogens and universal precautions standards when interacting with clients and providing services	Core	
B. Practices situational awareness, assesses community safety, recognizes psychological and behavioral risk factors, and engages in practices that ensure both client and CHW safety	Core	
C. Recognizes and corrects hazards in the workplace, escalating to appropriate authorities when necessary	Core	
D. Exercises personal safety precautions for home and community visits	Core	
E. Engages emergency procedures and refers clients to emergency services when necessary	Core	
F. Wears appropriate personal protection equipment and attire, including clearly visible identification	Core	

<b>Job Function 2: Implements ethical and professional practices</b>		
<b>Hours (time-based and hybrid programs only):</b>		
<b>Competencies</b>	<b>Core or optional</b>	<b>Performance level achieved (0–4) (competency-based and hybrid programs only)</b>
A. Puts state and national CHW code of ethics into practice	Core	
B. Functions as a culturally competent practitioner, shows understanding of the patient’s culture, recognizes one’s own biases, and works mindfully with this insight	Core	
C. Maintains confidentiality by adhering to Health Insurance Portability and Accountability Act (HIPAA) regulations and CHW code of ethics	Core	
D. Collaborates effectively and appropriately in a team setting	Core	

E. Provides accurate and complete information to authorized caregivers	Core	
F. Makes decisions and solves problems following the CHW scope of work, including raising issues to appropriate systems of care	Core	
G. Follows state-specific and employer-specific guidelines for mandated reporting	Core	
H. Follows organizational procedures to report inaccuracies within a client setting	Core	
I. Sets and abides by healthy and professional boundaries when interacting with clients	Core	

**Job Function 3: Provides culturally appropriate health and community information to individuals, communities, and health and social service systems**

**Hours (time-based and hybrid programs only):**

Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Educates individuals and communities about how to find, use, and choose resources within the health and social service systems (including explaining how systems operate)	Core	
B. Educates health and social service systems and providers about community perspectives and cultural norms, including supporting the implementation of National Standards of Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care	Core	
C. Expands health literacy among constituents served	Core	
D. Facilitates cross-cultural communication among individuals, communities, and health and social service system workers	Core	
E. Conducts health promotion and prevention education in a matter that matches the linguistic and cultural needs of participants or community	Core	
F. Communicates information using language sensitive to clients’ cultural, gender, sexual, religious, and socioeconomic identity and background	Core	
G. Provides necessary information and support to individuals and communities to understand the etiology, pathology, and likely outcomes of health conditions (including chronic	Optional	

diseases) and the appropriate prevention and management strategies		
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<b>Job Function 4: Coordinates care, provides case management support, and assists individuals and communities in navigating health and social service systems</b>		
<b>Hours (time-based and hybrid programs only):</b>		
<b>Competencies</b>	<b>Core or optional</b>	<b>Performance level achieved (0–4) (competency-based and hybrid programs only)</b>
A. Participates in care coordination or case management as part of the health care team	Core	
B. Provides referrals and follow-up support to ensure that services are obtained for clients	Core	
C. Conducts ongoing assessments (following organizational schedule) to determine effectiveness and appropriateness of services and resources	Core	
D. Works with clients to ensure their awareness of community resources that can help reduce barriers to services (e.g., transportation, translation, and counseling)	Core	
E. Identifies and informs people and systems about community assets and challenges	Core	
F. Connects individuals and communities to resources and advocates for basic needs (e.g., food and housing)	Core	
G. Participates in community care hubs and referral systems to develop and maintain effective relationships and communication with community-based organizations (CBOs)	Core	
H. Uses technology to identify relevant community resources and route patients to the most appropriate resources and practitioners	Optional	

<b>Job Function 5: Provides coaching, advocacy, and social support to individuals, groups, and communities</b>		
<b>Hours (time-based and hybrid programs only):</b>		
<b>Competencies</b>	<b>Core or optional</b>	<b>Performance level achieved (0–4) (competency-based and hybrid programs only)</b>
A. Provides individual social support and coaching	Core	
B. Motivates and encourages people to obtain care and other services	Core	
C. Promotes and supports individuals' self-determination and independent management of health and chronic diseases	Core	
D. Collaborates and advocates for the needs and perspectives of communities served	Core	
E. Plans, organizes or leads support groups	Optional	

<b>Job Function 6: Helps build individual and community capacity</b>		
<b>Hours (time-based and hybrid programs only):</b>		
<b>Competencies</b>	<b>Core or optional</b>	<b>Performance level achieved (0–4) (competency-based and hybrid programs only)</b>
A. Educates and empowers individuals to manage health, access services, support others, and advocate for their needs	Core	
B. Assists communities in building capacity by identifying resources, coordinating services, linking support systems, and implementing advocacy strategies to address unmet needs	Core	
C. Identifies and works with CHW peers to help others grow professionally, act ethically, and meet the needs of the individuals and communities served	Core	
D. Participates in learning collaboratives and opportunities to improve personal capacity (with organizational approval)	Core	

<b>Job Function 7: Provides direct health and social service assistance</b>		
<b>Hours (time-based and hybrid programs only):</b>		
<b>Competencies</b>	<b>Core or optional</b>	<b>Performance level achieved (0–4)</b> (competency-based and hybrid programs only)
A. Conducts and accurately reports and communicates results and implications of basic screening tests (e.g., height, weight, blood pressure)	Core	
B. Administers CPR or basic first aid when necessary and permitted by state scope of practice laws	Core	
C. Follows organizational protocols for collecting and distributing materials that meet basic needs (e.g., provides food, blankets, and clothing to those in need)	Core	
D. Assesses clients' nutritional status and access to healthy foods, connects them with sources of nutritious food, and educates on preparing healthy, affordable meals	Core	
E. Administers Narcan in emergency overdose situations	Optional	
F. Uses appropriate technology to help clients and care teams manage chronic medical conditions	Optional	

<b>Job Function 8: Implements individual and community needs assessments</b>		
<b>Hours (time-based and hybrid programs only):</b>		
<b>Competencies</b>	<b>Core or optional</b>	<b>Performance level achieved (0–4)</b> (competency-based and hybrid programs only)
A. Collaborates with supervisors to design, implement, and interpret individual-level assessments (e.g., home environment and mental health)	Core	
B. Conducts Social Determinants of Health Screenings (SDHS)	Core	
C. Collaborates with supervisors to design, implement, and interpret community-level assessments (e.g., windshield surveys and asset mapping)	Core	
D. Monitors, prevents, and responds to disease transmission in communities and other settings, per organizational requirements	Optional	

<b>Job Function 9: Conducts outreach to individuals, communities, service providers, and groups</b>		
<b>Hours (time-based and hybrid programs only):</b>		
<b>Competencies</b>	<b>Core or optional</b>	<b>Performance level achieved (0–4) (competency-based and hybrid programs only)</b>
A. Identifies and recruits individuals, families, and community groups for participation within services and systems	Core	
B. Follows up on health and social service encounters with individuals, families, and community groups	Core	
C. Conducts home or telemedicine visits to provide education, assessments, and social support	Core	
D. Conducts outreach to CBOs (e.g., nonprofits, faith-based organizations, community resource centers)	Core	
E. Creates and presents reports and informational presentations at local agencies and community events to educate individuals and the community about health and social service concerns and resources	Optional	
F. Identifies policy influencers and opportunities, advocates for positive changes, and engages individuals and communities in grassroots support	Optional	

<b>Job Function 10: Properly and ethically bills third-party payers for services rendered</b>		
<b>Hours (time-based and hybrid programs only):</b>		
<b>Competencies</b>	<b>Core or optional</b>	<b>Performance level achieved (0–4) (competency-based and hybrid programs only)</b>
A. Explains what services third-party payers cover when provided by a qualified CHW	Optional	
B. Interprets documentation, such as the Medicare Physician Fee Schedule, uses the correct service codes, and properly bills third-party payers for services rendered	Optional	
C. Follows third-party payers' regulations regarding frequency and duration of services and billing requirements	Optional	
D. Uses appropriate format, including electronic medical records, to record client care notes and document billable	Optional	

interactions with care team members, medical professionals, and third-party service providers		
E. Maintains communication channels with other members of the health care team, including physicians and case managers	Optional	
F. Submits accurate and complete invoices or requisitions for third-party payment	Optional	

**Job Function 11: Participates in evaluation and research**

**Hours** (time-based and hybrid programs only):

Competencies	Core or optional	Performance level achieved (0–4) (competency-based and hybrid programs only)
A. Participates in an evaluation and feedback structure for community workshops, presentations, services, and programs	Optional	
B. Identifies and engages community members as research partners, including community consent processes	Optional	
C. Identifies priority issues for evaluation or research	Optional	
D. Develops evaluation or research design and methods	Optional	
E. Collects, tracks, and interprets individual- and population-level data	Optional	
F. Appropriately shares results and findings of research or evaluations	Optional	
G. Engages community stakeholders to take action on findings	Optional	
I. Uses technology, including artificial intelligence, to gather existing research around a research question	Optional	

# Related Technical Instruction

## Community Health Worker

ONET Code: 21-1094.00

RAPIDS Code: 2002

### Instructions for Use:

Registered apprenticeships must include at least 144 hours of related technical instruction (RTI). Courses offered by accredited colleges and universities may be assigned a credit hour determination rather than a contact hour determination. In general, an academic credit unit is the equivalent of 15 clock hours of instruction.

**Development and Use of This RTI Outline:** Employers and academic institutions may approach RTI in markedly different ways. Our goal was not to identify the single best way to provide RTI or to identify a single provider whose content we deemed to be superior. Instead, our goal was to survey numerous education providers, including employers, institutions of higher education, high schools, private continuing education providers, labor organizations, professional associations and, in some cases, municipalities that provide worker training, to identify topics or courses common among those providers that align with the job functions included in this work process schedule. Those common topics or courses are reflected in the RTI outline provided below, which may be useful in developing your RTI program or communicating your needs to an educational partner.

**Licensure or certification requirements:** Licensure and certification requirements are state-specific for CHWs. Some states offer voluntary certification programs, while other states require CHWs to be certified, and others have no regulations regarding occupational licensure or certification.

**Degree requirements for licensure or certification, if applicable:** Some states require individuals to complete an accredited or state approved CHW certification program to qualify for certification.

**Accreditation requirements of instructional provider for licensure or certification, if applicable:** Some states require individuals to complete an accredited or state-approved CHW certification program to qualify for certification.

**Anticipated changes in licensure or certification requirements, if known:** Many states are considering adding voluntary or mandatory certification requirements, especially in states that include reimbursement for CHW services as part of their state Medicaid program.

**Examples of state licensure or certification requirements:** There is variability in state licensure or certification requirements for CHWs. The National Academy for State Health Policy has created a state-by-state tracker to notify CHWs and the public of current or pending certification requirements in each state (<https://nashp.org/state-tracker/state-community-health-worker-policies>).

In **Maryland**, the Maryland Department of Health must accredit COMAR 10.68.02 (Community Health Worker Certification Training Programs) before an organization offers a CHW certification training program. CHWs must demonstrate nine core competencies to become certified, as a requirement in Maryland.

**Arizona** finalized rules for voluntary certification in 2022. The Arizona Community Health Workers Association, Arizona Department of Health Services, and the University of Arizona Prevention Research Center have partnered to implement the CHW training program approval process in the state.

**Delaware** is considering a voluntary certification program, but as of July 2024, no such program exists.

### Examples of RTI providers for this occupation

**Professional associations and labor organizations:** The American Diabetes Association has a continuing education online program focused on diabetes training for community health workers (<https://professionaleducation.diabetes.org/ProductInfo/CHW2023>). Nevada Community Health Worker Association has paid for online classes for those interested in a career as a CHW (<https://nvchwa.org/training-and-education>). There are also certificate programs offered in multiple languages, such as the programs offered by the Arkansas Community Health Worker Association (<https://www.archwa.org/training-programs>).

**Military:** Not applicable

#### States/municipalities:

**Alaska**—The Community Health Aide Program in Alaska is a federally recognized program specifically focusing on the state’s Native population in the Alaska Tribal Health System (<https://akchap.org>).

**Colorado**—The Health Resources and Services Administration (HRSA) funded Colorado Area Health Education Centers (AHECs), which is part of the broader national-level network of AHECs. Colorado has six regional agencies, each working with a public medical school (<https://www.cuanschutz.edu/centers/coahec>).

**Texas**—Free online courses provided by the Texas Department of State Health Services are also available (visit <https://www.dfwchw.org/chw-resources>) The National Academy for State Health Policy maintains a website with links to state-approved and/or state-sponsored CHW training programs (<https://nashp.org/state-tracker/state-community-health-worker-policies>).

**Colleges and universities:** There are one- and two-year programs leading to associate degrees and certifications. Some colleges and universities, including Western Governors University (WGU), now offer bachelor’s degree programs in CHW.

**No-cost online providers:** The Department of Health and Human Services provides free CHW training online.

**Continuing education or specialty education providers:** Specialized providers such as Care Coordination Systems Health provide a hybrid training option (<https://ccs.health/community-health-worker-training>). There are also nonprofit agencies that provide community health worker training. For example, ConnectionHealth in Alabama received funding from HRSA for a CHW apprenticeship

program, which they implemented in partnership with the state ([www.connectionhealth.org/training/achieve](http://www.connectionhealth.org/training/achieve)).

#### **Prerequisite knowledge, skills, or experience typically required by RTI providers for this occupation**

Many apprenticeship sponsors and RTI providers will require applicants to maintain a current certification in CPR and Emergency Response for Health Workers.

#### **Employer Onboarding**

**Hours: 1–3**

##### **Sample learning objectives**

- Explain the mission of the employer’s organization.
- Describe the organizational structure of the employer’s organization.
- Explain the chain of command in the employer’s organization and the steps an employee should take to report concerns about workplace practices or behaviors or to share ideas about improving processes or efficiencies.
- Detail the employer’s policies for workplace conduct and ethics.
- Explain the employer’s policies regarding medical leave and vacation.
- Clarify the requirements of the apprenticeship program and the apprentice’s role in the organization’s business activities.

#### **Math for Allied Health Workers (optional)**

**Hours: 30–45**

##### **Sample learning objectives**

- Accurately add, subtract, multiply, and divide with and without a calculator.
- Add, subtract, multiply, and divide fractions.
- Add, subtract, multiply, and divide decimals.
- Convert fractions to decimals and vice versa.
- Solve problems using proportions and ratios.
- Solve simple algebraic equations.
- Determine the circumference and diameter of a circle.
- Name and calculate the angles and lengths of the sides of different types of triangles.
- Properly use exponents and demonstrate the ability to mathematically manipulate numbers expressed with exponents.
- Convert between the British and English systems and the metric system.

- Use the metric system, including performing commonly used metric conversions.

## Introduction to Community Health

Hours: 20–30

### Sample learning objectives

- List and explain the role of federal and state agencies that fund, regulate, promote, and oversee community and public health programs.
- Explain the role of the CHW as part of a comprehensive health care team.
- Discuss the CHW's scope of practice and identify appropriate limits on information or advice that a community health worker can provide.
- Explain individual's and communities' challenges in obtaining proper and sufficient medical care, prescription drugs, healthy foods, safe living arrangements, safe transportation, exercise, and employment.
- Describe the impact of race, ethnicity, and gender on community health—social determinants of health.
- Discuss the importance of patient privacy, the requirements of HIPAA, and strategies for gathering information and organizing proper care in compliance with HIPAA protections.

## Communication in the Health Care Environment

Hours: 30–45

### Sample learning objectives

- List the types of medical professionals one finds in a typical health care team and define the scope and limits of practice associated with each.
- Name the type of medical provider who typically diagnoses and treats different diseases or specializes in particular body systems.
- Explain the importance of electronic medical records and the requirements/limitations on who may enter and access these records.
- Properly contact and converse with medical and social services professionals to get information about programs and services and to provide information about a client's needs.
- Demonstrate the ability to properly use electronic communication technologies like email, text messaging, chat messaging, and client services software.
- Properly format an email, a memorandum, and a business letter, and compose correspondence using proper sentence structure, grammar, punctuation, spelling, and word choices.

- Explain and access resources to enable communication with those who do not speak English, have hearing or speech limitations, or have intellectual disabilities or age-related cognitive deficiencies.
- Identify grants available to CHWs or the individuals they serve and prepare and timely submit a complete and accurate grant application.
- Record and store properly formatted, accurately written and complete client care notes, including those related to a client's care or treatment plan, interactions with third-party providers, and activities related to community health integration services.

## Medical Terminology

Hours: 20–30

### Sample learning objectives

- Explain the etymology of commonly used medical terms.
- Correctly identify the meaning of Latin prefixes, suffixes, and root terms that are commonly used in medicine.
- Describe the function of each of the body's major systems and use the correct terms to list the component organs and tissues of each system.
- Identify the medical specialist that treats each of the body's systems.
- Correctly identify commonly diagnosed medical conditions associated with each of the body's major systems.
- Explain how to find the correct spelling and definition of terms with which the student is not familiar.
- Demonstrate understanding and effectively use medical abbreviations.

## Introduction to Human Health

Hours: 30–45

### Sample learning objectives

- Interpret medical terms and abbreviations used commonly in medical records, prescriptions, and medical communication.
- List the main systems of the human body and describe their function: skeletal system, muscular system, endocrine system, digestive system, respiratory system, pulmonary system, reproductive system, neurological system, etc.
- Measure vital signs and identify values outside the normal range based on the client's age and gender.
- Explain the challenges of drug, alcohol, smoking, and vaping addiction, as well as the programs available to those trying to end harmful habits.
- Educate individuals on the dangers of prescription drug abuse, illegal drug use, excess alcohol consumption, and smoking/vaping.
- Explain the cause and symptoms of common health conditions, such as diabetes, heart disease, obesity, addiction, hypertension, and mental health concerns.
- Educate individuals on behavioral changes to improve their condition and assist them in navigating federal, state, and nonprofit organizations and programs to obtain the support and care they need.
- Explain the importance of diet and nutrition in the prevention of disease and the improvement of quality of life, demonstrate the ability to help individuals plan and prepare healthy meals, and demonstrate the ability to help diabetics understand the connection between diet and illness or tertiary symptoms.
- Explain the importance of handwashing and other techniques to reduce disease transmission.
- Demonstrate proper use of personal protective equipment, such as masks, gloves, eye protection, protective garments, and protective footwear.
- Explain the importance of being culturally competent and demonstrate the ability to interact with individuals from diverse racial, ethnic, socioeconomic, geographic, and political backgrounds.
- Describe the resources and services available to migrants and undocumented individuals and identify nonprofit organizations that serve this population's unique needs.
- Explain the impact of various religious beliefs and practices on the types of medical care an individual may seek or deny, the dietary choices of some individuals, and choices regarding contraception and reproductive care.
- Describe the importance of immunizations, the types of immunizations available and the schedule for administering them, and the reasons that some individuals refuse to be vaccinated or have their children vaccinated at certain times or against certain diseases.

## Introduction to Human Sexuality

Hours: 20–30

### Sample learning objectives

- Name the structures and describe the function of each component of the male and female reproductive systems. List the types of common conditions that interfere with reproductive health.
- Explain the process of conception and implantation of an embryo, identify key stages of fetal development, and explain the stages of labor and delivery of a human infant.
- Discuss the abnormalities that can interfere with conception or a healthy pregnancy resulting in a full-term baby.
- Differentiate between and list the advantages and disadvantages of various contraceptive pharmaceuticals, devices, and practices (including natural family planning).
- Define sexually transmitted diseases (STDs), discuss ways to prevent transmission of these diseases, and describe the types of treatments available to prevent, eliminate, or control the spread of STDs.
- Differentiate between contraceptives and abortifacients and explain federal, state and local laws regarding the use of birth control drugs and devices, including abortifacients.
- Differentiate between scientific (genetic) and psychosocial gender identification.
- Define the various terms used to describe an individual's sexual orientation (LGBTQ, gender fluid, gender uncertain, etc.) and ascertain and properly use a client's chosen pronoun(s).
- Explain the physical and psychological impact of rape, the legal requirements to report rape, the legal and medical procedures used to prosecute perpetrators of rape, and the services and support programs available to rape victims.
- Describe the additional protections and obligations in place to protect children and minors from rape and incest.
- Demonstrate the ability to teach groups and individuals about human sexuality, contraception, labor and delivery, and pregnancy termination.
- Identify free and reduced-priced medical, food, and social services available to those seeking contraception, termination of a pregnancy, prenatal care, and postnatal care.

## Maternal and Child Health

Hours: 20–30

### Sample learning objectives

- Explain the typical stages of labor and delivery and identify the signs and symptoms of an abnormal or dangerous birth.
- Identify providers of labor and delivery classes, newborn care classes, and parenting classes.
- Demonstrate the ability to diaper, swaddle, dress, feed, bathe, and provide basic care to an infant.
- Explain the types of care and support new mothers and families need postpartum and identify community-based resources that ensure access to adequate food, formula, diapers, and other items needed for maternal and child health.
- Describe the nutritional needs of infants and challenges that new mothers may have in nursing their babies, including inadequate milk production, lack of access to clean facilities for pumping and storing milk, or health conditions that may make it challenging or impossible for mothers to nurse their babies.
- Identify child care services available for infants and children and assist client in completing applications for access to that care.
- Explain the unique nutritional needs of mothers during pregnancy and in the postpartum period and of fetuses and infants through their first year of life. Identify programs available from federal, state, local, and nonprofit agencies to help mothers access and prepare healthy foods for themselves and their children.
- Perform infant and child CPR to respond appropriately to infant choking and to provide immediate care in the event of a burn, frostbite, dehydration, laceration, broken bones, drowning, or trauma.
- Provide education to parents about proper care for infants and children.
- Explain the opportunities and challenges in obtaining federal subsidies and services, such as the Supplemental Nutrition Assistance Program (SNAP), family leave, Social Security, unemployment, and subsidized child care benefits.
- Explain the main stages of infant development and the developmental milestones used to assess infant health.
- Explain the genetic and developmental disorders that impact fetal and infant health and development.
- Demonstrate the ability to organize maternal support groups and parent–child playgroups and to educate parents about how to stimulate cognitive and physical development in their children.
- Explain how the Medicaid system works and demonstrate the ability to guide eligible families in applying for, receiving, and using Medicaid benefits.

## Caring for the Aging and Elderly

Hours: 20–30

### Sample learning objectives

- Describe the psychological and physical aging-related changes that may make it difficult for older individuals to care for themselves and others.
- Explain the signs and symptoms of dementia and Alzheimer’s disease and identify programs and resources available to those experiencing memory challenges or the families responsible for providing care to those individuals.
- Describe and demonstrate the ability to guide elderly individuals in obtaining federal and state benefits, such as Social Security, SNAP, and Medicare.
- Explain how Medicare works and demonstrate the ability to guide eligible individuals in applying for, receiving, and using Medicare benefits.
- Identify medical providers geographically suited to care for clients and accept Medicare benefits.
- Support individuals in understanding how to access Medicare benefits and supplemental health insurance.
- Educate elderly individuals about their unique nutritional needs, help them plan and prepare healthy meals, develop and execute an appropriate exercise plan, and safeguard themselves against falls and accidents.
- Provide psychological support to elderly individuals and help them manage challenging situations, such as losing a spouse, child, or grandchild.
- Assist elderly individuals in identifying housing opportunities that are available to them and that are affordable or appropriately subsidized through federal, state, or nonprofit programs.

## Human Psychology

Hours: 30–45

### Sample learning objectives

- Explain the prevailing theories about normal and abnormal psychological development.
- Describe the normal stages of psychological development for infants, children, adolescents, adults, and the elderly. List the types of psychological disorders that often become apparent or problematic at various stages of development.
- Explain the significance of the Diagnostic and Statistical Manual (DSM) of Mental Disorders and use the DSM to research various conditions and illnesses.
- Name and define the types of mental illness most often seen in clinical settings, such as depression, psychosis, bipolar disorder, addiction, compulsive disorders, attention deficit/hyperactivity disorders, schizophrenia, dissociative disorders, multiple personality disorders, and gender dysphoria.
- List the drugs commonly used to treat various psychological disorders, their side effects, the result of overdose or instant cessation of treatment, and the effects of illegal distribution and use/abuse of these drugs.
- Explain the importance of play in childhood development and demonstrate the ability to organize age-appropriate play activities for individual children or groups of children.
- Describe the importance of reading to child development and identify resources that can assist parents in obtaining books, developing their literacy skills to read to their children, and providing reading-based play activities (such as library programs) to encourage and enable reading.
- Explain the challenges associated with the use of social media, including bullying, promiscuity, predatory behaviors, access to illegal or tainted drugs, and harmful practices.
- Describe the proper use of emergency response medications, such as Narcan, in the case of opioid overdose.

## Food and Nutrition

Hours: 20–30

### Sample learning objectives

- List the food groups, explain the relative proportion of each that should be included in a healthy diet, and provide examples of foods in each group with high nutritional value.
- Explain the link between food, hunger, and obesity.
- Describe ethnic, cultural, racial, and socioeconomic differences that may impact an individual's food access and choices.

- Explain the food pyramid and discuss concerns about the most recent update of the FDA-approved food pyramid.
- Describe the impact of salt and sugar on human health.
- Explain the types of food allergies and intolerances common among certain races, ethnic groups, age groups, or geographically situated individuals.
- Provide recipes and instruct individuals in preparing healthy meals, including meals that eliminate food allergens such as gluten, shellfish, peanuts, etc.
- Explain the challenges of peanut allergies, current National Institutes of Health guidelines for combating peanut allergies in children, and policies regarding food service in public facilities where individuals with peanut allergies might be present.
- Explain the signs and symptoms of anaphylactic shock and describe the emergency response procedures when an individual shows signs of this reaction to food or medication.
- When working in farming communities, demonstrate an understanding of the unique challenges that migrant farmworkers face in caring for themselves and their children.

### Ethical and Regulatory Requirements for Community Health Workers

Hours: 20–30

#### Sample learning objectives

- Explain the importance of ethical conduct when working with clients, groups, third-party service providers, and other health care team members.
- Engage in continuing education and professional development to develop new skills and stay current on best practices in providing CHW care.
- Explain the purpose of HIPAA regulations and correctly respond to scenarios and role-playing activities that require CHWs to make decisions regarding patient privacy and information sharing.
- Explain state and federal laws regarding the scope of practice limits and requirements as well as mandatory reporting requirements (such as in the case of suspected elder abuse or child abuse).
- Detail the rules for payment under Medicaid and Medicare and the process for reporting suspected errors or fraud in Medicare billing.
- Discusses the consequences of committing insurance fraud.
- Explain the challenges associated with the use and administration of narcotics in the home hospice setting and provide patient education on ways to properly store and dispose of Schedule III drugs.

**Relevant military experience**

Not applicable

**Diversity, equity, and inclusion**

A diverse, culturally competent workforce that reflects the community is crucial for addressing the needs of the population served. Recruiting and retaining individuals from underrepresented groups is essential to meet these needs in a Registered Apprenticeship. Currently, 76.5 percent of CHWs are women, 23.5 percent are men, 54.3 percent are White, 22.8 percent are Hispanic/Latino, and 9.4 percent are Black ([www.zippia.com/community-health-worker-jobs/demographics/](http://www.zippia.com/community-health-worker-jobs/demographics/)).

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