



NEVADA LABOR COMMISSIONER
NEVADA STATE APPRENTICESHIP COUNCIL
2023 Non-Joint Standards of Apprenticeship

Appendix A

WORK PROCESS SCHEDULES AND RELATED INSTRUCTION OUTLINE

Intermountain Health

Community Health Worker

O*NET-SOC CODE: 21-1094.00 RAPIDS CODE: 2002

APPROVED BY
THE NEVADA LABOR COMMISSIONER AND THE NEVADA STATE APPRENTICESHIP COUNCIL

Toni Giddens, Nevada State Apprenticeship Director

REGISTRATION DATE: _____

RAPIDS PROGRAM ID NUMBER: _____

**DEVELOPED IN COOPERATION WITH THE
THE NEVADA LABOR COMMISSIONER, THE NEVADA STATE APPRENTICESHIP COUNCIL AND
THE U.S. DEPARTMENT OF LABOR**

Appendix A

WORK PROCESS SCHEDULE

This schedule is attached to and a part of these Standards for the above identified occupation.

1. TYPE OF OCCUPATION

☐ Time-based ☒ Competency-based ☐ Hybrid

2. TERM OF APPRENTICESHIP

The term of the occupation shall be defined by the attainment of all competencies of the position. 1) If the program uses a time-based approach, requires the completion of not less than 2,000 hours of [work experience,] on-the-job learning, consistent with training requirements as established by practice in the trade; (2) If the program uses a competency-based approach, specify the skills that must be demonstrated by an apprentice and address how on-the-job learning will be integrated into the program; or (3) If the program uses a hybrid approach, specify the skills that must be acquired and the minimum number of hours of on-the-job learning that must be completed by an apprentice. This would be expected to occur within approximately 2000 hours (must be at least 2,000 hours) of OJL, supplemented by the minimum of 168 hours of related instruction per year of the apprenticeship.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to journey worker/fully trained worker ratio is: __apprentice(s) to journey worker/fully trained worker(s).

4. APPRENTICE WAGE SCHEDULE

An apprentice minimum starting wage will be at least \$18.62 per hour. Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly journey worker/fully trained worker wage. A journey worker/fully trained worker minimum wage will be at least \$19.62.

1-Year Term Example:

1st 6 months = % or \$ 2nd 6 months = % or \$

Periodic review and evaluation of the apprentice's on-the-job learning and related technical instruction will be conducted in alignment with the wage schedule established.

5. WORK PROCESS SCHEDULE (See attached Work Process Schedule)

The sponsor may modify the work processes to meet local needs prior to submitting these Standards to the appropriate Registration Agency for approval.

6. RELATED INSTRUCTION OUTLINE (See attached Related Instruction Outline)

The sponsor may modify the related instruction to meet local needs prior to submitting these Standards to the appropriate Registration Agency for approval.

Appendix A

WORK PROCESS SCHEDULE

The term of the occupation shall be defined by the attainment of all competencies, both technical and behavioral, of the position, which would be expected and approximated to occur within 2000 hours of OJL, supplemented by a minimum of 144 hours of related instruction per year of apprenticeship.

Apprenticeship Competencies – Technical

Item	Work Processes	Approx. Hours
A	Orientation to the Role of the Community Health Worker	60-80
B	Overview of Specialized and Technical Knowledge Unique to the Work Environment	130-150
C	Cultural Competence	180-200
D	Organizational Skills	130-150
E	Employee and Individuals' Safety in the Medical/Community Environment	130-150
F	Ethical and Professional Practice	130-150
G	Communication	235-250
H	Community Networking	235-250
I	Advocacy, Supporting Empowerment	235-250
J	Health Literacy	280-300
K	Teaching and Supporting Others	255-270
L		
M		
N		
O		
P		
Q		
	Total hours (approximate)	2000-2200

The above on-the-job-learning (OJL) work process competencies are intended as a guide. It need not be followed in any sequence, and it is understood that some adjustments may be necessary in the hours allotted for different work experience. In all cases, the apprentice is to receive sufficient experience to make them fully competent and use good workmanship in all work processes, which are a part of the industry. In addition, the apprentice shall be fully instructed in safety and OSHA requirements.

Apprenticeship Competencies – Behavioral

In addition to mastering all the essential technical competencies, an apprentice must consistently demonstrate at an acceptable level the following behavioral competencies, to complete the apprenticeship.

Item #	Behavioral Competencies
1.	Participation in team discussions/meetings
2.	Focus in team discussions/meetings
3.	Focus during independent work
4.	Openness to new ideas and change
5.	Ability to deal with ambiguity by exploring, asking questions, etc.
6.	Knows when to ask for help
7.	Able to demonstrate effective group presentation skills
8.	Able to demonstrate effective one-on-one communication skills
9.	Maintains an acceptable attendance record
10.	Reports to work on time
11.	Completes assigned tasks on time
12.	Uses appropriate language
13.	Demonstrates respect for patients, co-workers, and supervisors
14.	Demonstrates trust, honesty, and integrity
15.	Requests and performs work assignments without prompting
16.	Appropriately cares for personal dress, grooming and hygiene
17.	Maintains a positive attitude
18.	Cooperates with and assists co-workers
19.	Follows instructions/directions
20.	Able to work under supervision
21.	Able to accept constructive feedback and criticism
22.	Able to follow safety rules
23.	Able to take care of equipment and workplace
24.	Able to keep work area neat and clean
25.	Able to meet supervisor's work standards
26.	Able to not let personal life interfere with work
27.	Adheres to work policies/rules/regulations

RELATED INSTRUCTION OUTLINE

The related instruction has been developed in cooperation with employer-partners as part of the apprenticeship. The following is a set of courses to be delivered by subject matter experts.


Related Technical Instruction (RTI) - This instruction shall include, but not be limited to, at least 168 hours per year for each year of the apprenticeship. The related theoretical education listed below is tightly integrated with real work product. The curriculum is defined as a variety of classes, around which the exams and projects are based. By defining the RTI this way, all competencies required of the students are met, through project work.

COURSE TOPICS	HOURS
A. Care Coordination	20
B. Using Technology	18
C. Organizing Skills	4
D. Understanding Healthcare Culturally	20
E. Communication Skills	20
F. Motivational Interviewing	8
G. Health and Safety	6
H. Ethical and Legal Issues for the CHW	4
I. Interpersonal Skills	8
J. Service Coordination Skills	8
K. Capacity-Building Skills	8
L. Advocacy Skills	8
M. Teaching Skills	16
N. Knowledge Base on Specific Health Issues	20
Approximate total hours:	168

COURSE TOPIC DESCRIPTIONS

- A. The evolution of the CHW field including the range of roles, core competencies, and functions of a CHW. Reflection on the role of CHW and one's ability to become a role model for patients and community members. Key components of healthcare reform, care coordination, and health homes. Identification of potential populations with whom CHWs may work, including biological, psychological, social, cultural, spiritual and environmental considerations. Social determinants of health. Engage in self-reflection to understand one's personal perspective and health practices, in order to become a role model for patients.
- B. Basic Health Information Management knowledge for reporting and other job-related functions. Orientation to online learning and the internet. Record keeping and communication via computer-based systems. Operation and maintenance of computer and video conferencing equipment. Writing for reporting and communication – with assessment and follow up support as needed.
- C. Recording and maintaining information on individuals, referrals and appointments; How to plan,

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- organize and set-up presentations, training sessions, workshops, and other activities; Time management.
- D. Define “culture” and “cultural competency” in the context of the role of CHWs and the healthcare workplace. Ways to work with different populations that include varied nationalities, religions, abled and disabled, genders, and LGBT. Assess one’s level of cultural competency and determine and reflect on next steps in continued development. Understand culturally appropriate interventions that enhance the functioning of patient/constituent systems. Obtain feedback from peers and instructors for self-improvement.
- E. Communication styles in different cultures. Practice use of language confidently and appropriately; Methods of speaking and writing to individuals in their preferred language at an appropriate comprehension level including potential for using translators. Understand how active listening and the use of paraphrasing/reflective expression support positive interactions; Techniques for effective communication with Patients and Teams including understanding closed and open-ended questions, verbal and non-verbal styles, teach back, and other techniques for different settings. Group presentation. Documentation and reporting - principles and practice. Understand how judgments bias, and assumptions impact communication and relationship building. Understand how situations may trigger both positive and negative reactions and identify strategies to handle responses objectively.
- F. Define motivation and understand the challenges and opportunities of behavioral change in health systems and community settings. Learn techniques of motivational interviewing and practice with feedback from mentors and peers. Reflect on personal experience in changing behavior. Develop an understanding of how culture and behavioral change interact. Understand the theories of change, harm reduction and risk reduction.
- G. Universal precautions, infection control, and blood borne pathogens. CPR and First Aid. Recognizing an emergency and understanding response protocols. Risk assessment in the community and home. Stress management and self-care – how to stay healthy as a CHW.
- H. Understand confidentiality and its importance for the CHW. Define ethics and its role in CHW work including requirements for mandatory reporting. Learn about HIPPA and its application and communication across different cultural settings. Understand the Patient’s Bill of Rights and other patient protections and rights as applicable. Reflect on what it means to “Do no Harm” as a CHW. Liability, negligence, malpractice, and scope of practice.
- I. Methods for representation of others, their needs and the needs of the community; Understand standards for sensitivity, respectfulness, and empathetic behavior. How to be effective in establishing relationships with individuals and service providers; Methods to assist individuals and groups in resolving conflicts and the importance of addressing those conflicts personally and professionally; How to recognize and appropriately respond to the beliefs, values, culture and languages of the populations being served; Understand the importance of boundaries in personal and professional setting.
- J. Referral processes and follow up procedures. Building networks to address community needs – theory and practice; Methods to improve access to resources; Becoming a liaison between organizations and specific groups.
- K. Understand how to encourage and empower individuals to be self-sufficient by identifying problems and resources to solve problems; Learn methods for building local partnerships for improvement of service delivery; Learn methods that assist individuals in identifying and pursuing community goals; Learn ways of serving the community through formal and informal training; Ways to help build leadership skills in community members; Learn methods for assessing the needs of the community.

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- L. Promote a cause and organize individuals and existing resources and data to support the cause; Identify advocacy groups and develop plans for working with them; Learn methods to keep abreast of structural and policy changes in the community and health and human services systems; Learn methods that help individuals or communities to overcome barriers and withstand intimidation. Knowledge of consumer rights. Advocating for yourself - Anticipate workplace change and its impact on your career aspirations and reflect on ways to continue your knowledge acquisition.
- M. Learn principles of adult learning and adult teaching strategies. Understand methods that motivate, inspire and promote learning in one-on-one or group settings. Understand instructional, mentoring and coaching techniques that address various learning styles; Customize instruction to individuals and situations. Identify and explain the goals and objectives of a training program. Evaluate the success of a training program and progress of individual learners; Provide reliable information appropriate to the needs of the learner.
- N. Understand basic medical terminology and how to find reliable health information on the internet. Gain and share basic knowledge of health and human services and specific health issues in the community; Understand basic preventive health strategies and characteristics of a healthy lifestyle including the role of diet, exercise and smoking cessation. Gain a basic knowledge of chronic diseases and how they relate to the healthcare system including diabetes, asthma, hypertension, heart disease, stroke, infectious diseases (e.g. Hepatitis A,B,C, HIV/AIDS, STDs) (more advanced knowledge on specific diseases and conditions can be added or customized for specific employment situations). Understand the connection between mental health and chronic disease management and the basic characteristics of common mental illness such as depression and schizophrenia. Understand the basic characteristics of substance abuse, domestic violence, loss and grieving. Recognition and understanding of the special health needs of particular communities such as homeless, substance abusers, youth, frail elders, particular immigrant communities, pregnant parenting women and their families, communities of color, linguistic minorities. Using the internet and other resources to find information on specific health topics.
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SECTION 27 - OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS

Intermountain Health hereby adopts these standards of apprenticeship.

Sponsor(s) designate the appropriate person(s) to sign the standards on their behalf.



Date: 6/19/2024

Signature of Sponsor (*designee*)

James Watkins, Grant Project Director

Type Name & Title