

Providing Feedback and Mentoring



OBJECTIVES

At the end of this unit, participants will be able to:

- Explain the importance of feedback and mentoring for CHWs
- Describe mentorship activities for CHWs
- Use effective communication to provide constructive feedback
- List the 10 strategies for providing corrective feedback



INSTRUCTIONS

1. Welcome participants. Introduce the topic and read the objectives (slide 2).
2. Ask participants, “What is the importance of feedback and mentoring for CHWs?” Note responses on flipchart.
3. Distribute the Mentoring and Supervision for CHWs handout. Ask for volunteers to read each section aloud. Ask participants to share what resonates with them as supervisors.
4. Review slides on mentoring (slides 3–5) and distribute NCWIT Mentoring Basics handout.
5. Review slides on feedback (slides 6–11).
6. Activity—Feedback session role play
 - Break up into pairs and review case scenarios. Role-play the process of giving feedback as a Supervisor and CHW.
7. Wrap up. Review slide on managing your own needs (slide 12).



Method(s) of Instruction

Lecture, facilitated discussion, role play, teach back



Estimated time

60 minutes



Key Concepts

Mentorship, feedback, effective communication



Materials

- Computer with internet access and projector
- PowerPoint slides
- Flipchart and markers

Handouts

- Mentoring and Supervision for Community Health Workers
- National Center for Women & Information Technology (NCWIT) Mentoring-in-a-Box: Technical Women at Work Mentoring Basics—A Mentor’s Guide to Success
- Case Scenarios

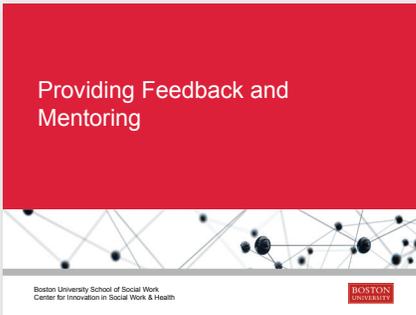


Resources

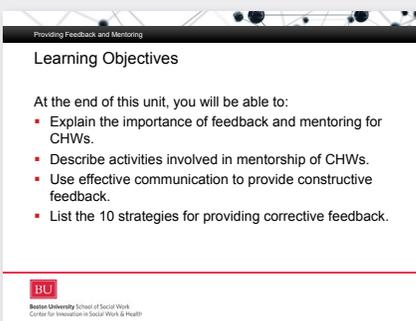
Community Tool Box. Providing Corrective Feedback. <https://ctb.ku.edu/en/table-of-contents/advocacy/encouragement-education/corrective-feedback/main>

Providing Feedback and Mentoring

SLIDE 1



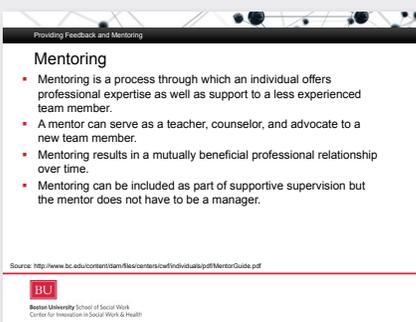
SLIDE 2



Review the objectives.

Ask, “What is the importance of mentoring?” Note responses on flip chart.

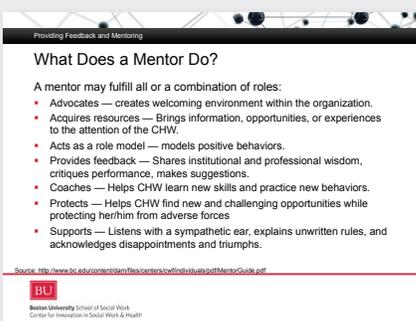
SLIDE 3



Ask for a volunteer to read each bullet on the slide.

Explain the difference between a mentor and a coach—they use the same skill sets, but a coach is a short-term skill based activity; mentorship is the building of a long-term relationship.

SLIDE 4



Review the slide.

Providing Feedback and Mentoring

Five Questions to Get Your Mentorship Started

There are five questions to pose to someone you're trying to be a mentor to:

1. What is it that you really want to be and do?
2. What are you doing really well that is helping you get there?
3. What are you not doing well that is preventing you from getting there?
4. What will you do differently tomorrow to meet those challenges?
5. How can I help, and where do you need the most help?

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SLIDE 5

Review the slide.

Providing Feedback and Mentoring

Uses of Feedback

- **Personal development:** Positive feedback can increase CHW confidence and encourage individuals to continue at or above present level of performance.
- **Improve performance:** Addressing performance issues help CHWs determine how to change/improve performance, which can increase feelings of competence.

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SLIDE 6

Review the slide.

Constructive feedback is given to optimize CHW performance. Giving feedback can encourage or discourage a CHW.

Example: You are totally irresponsible! vs I get concerned when you arrive late because our clients are waiting outside.

Feedback in general may have a number of other purposes:

- To help individuals in their personal development
- To improve relationships between and among individuals and groups
- To improve communication between and among individuals and groups
- To help individuals or groups improve their performance
- To improve the climate within an organization
- To increase the effectiveness of an activity or initiative

Providing Feedback and Mentoring

Effective Feedback Includes Active Listening

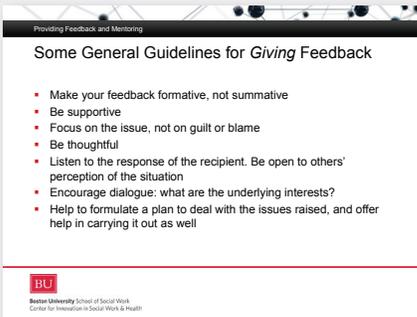
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SLIDE 7

Things to consider when giving feedback in general:

- Preserve dignity and self-respect.
- Use "I" statements to express your perception of the situation.
- Be open to others' perception of the situation.
- Encourage dialogue: what is the peer's underlying interest (what do they really want in this situation?); what is your underlying interest (what do you really want in this situation)?
- Be sensitive to cultural communication styles (ethnic/organizational).
- Be aware of professional norms.
- Be thoughtful: What is the tone? Am I saying what I intend to say?
- The way in which we give feedback has a direct effect on how it is received and used.

Distribute the case scenarios. Have participants role play giving feedback in the different scenarios.



SLIDE 8

Make your feedback formative, rather than summative.

Formative feedback aims to help the recipient improve his effectiveness.

Summative feedback sums up the recipient, making a judgment about his competence or personal worth.

Thus, providing formative feedback means:

- Feedback should focus on developing skills and strengthening areas that need improvement, rather than criticizing or judging the recipient for inadequacy.
- The provider should suggest some possible alternatives to what the recipient has been doing.
- Feedback should help the recipient set reasonable goals for changing and improving performance or behavior.

Be supportive.

- Start with the positive. Emphasize what really went well, and praise what the individual or group is doing right. Preserve dignity and self-respect.
- See if the recipient is aware of the issues or concerns that the feedback addresses before stating them directly. If it comes from the recipient himself, he's much less likely to be defensive, and apt to be more constructive and creative in discussing alternatives.
- Don't look for expressions of guilt or responsibility, but rather for changes that will improve the effectiveness of an individual's or organization's efforts.
- Especially if you're dealing with the opposition, or with the targets of advocacy, assume—or, better yet, identify and describe—common ground and your common interest in making things better.

Focus on the specific issue, and don't point fingers.

- Identify the issue or problem as clearly and specifically as possible. Once you've done that, stick to exploring it. The question is not "Who's to blame?" but "How do we make this work as well as possible?"

Be thoughtful.

- What is the tone? Am I saying what I intend to say? The way in which we give feedback has a direct effect on how it is received and used.

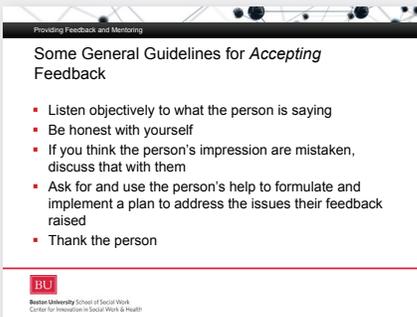
Listen to the recipient's reaction to your feedback.

- This is part of being supportive, but it's also part of the basic feedback process. You may learn something important about why a particular situation arose, or why things were done in a certain way. You may find that changing the situation is more complex than you expected, or that it needs to be done in a way different from what you assumed.

Encourage dialogue.

- What is the CHW's underlying interest (what do they really want in this situation?); what is your underlying interest (what do you really want in this situation)?

Help to formulate a plan to address the issues your feedback raised, and offer assistance to carry it out. This is equally true whether you're providing feedback to an individual advocate, to a staff member in your organization, to an organization as a whole, or to the target(s) of advocacy. Corrective feedback is useless unless it actually helps to correct a problem. The best way to assure that there's a good solution is to be part of it yourself.



SLIDE 9

Review the slide.

In many ways, the guidelines for accepting feedback are similar to those for giving it.

Try to listen objectively to what the person has to say.

- The first step is simply to hear what's being offered. To the extent that you can, try to control your emotional reaction and your defensiveness, and simply hear the statement.

Be honest with yourself.

- This is also at least partially a matter of putting your emotional response aside. Does the feedback address something actual? If you truly believe the person is mistaken, is that at least partially your doing? What are the advantages of acting or not acting on this feedback? The disadvantages?

If you truly believe the person's impression is mistaken, discuss it with them.

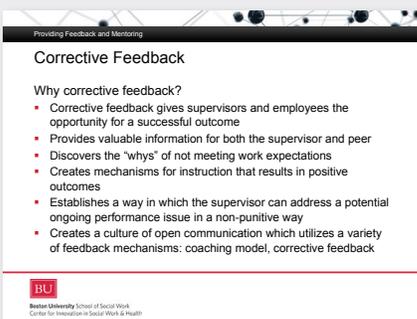
- Find out what caused them to think or feel the way they did. Even if their impression is mistaken, it's important that they, and perhaps others, have that impression, and it may need to be corrected. On the other hand, they may know things you don't, or you may simply not be facing reality ... and may need to.

Discuss ways to address the issues raised with the person.

- Work out a plan that speaks to the difficulties they and others have had with your plans, actions, behavior, etc. Then ask for help in implementing that plan.

Thank the person.

- True corrective feedback is meant to be helpful, not critical. Most of the time, the person is actually doing you a favor, and it may have entailed a certain amount of courage on their part. Their feedback may help to extract you from a difficult situation, or head off a disaster. They deserve your gratitude.



SLIDE 10

Review the slide.

Providing Feedback and Mentoring

Ten Tips for Providing Corrective Feedback

1. Correct the behavior, not the team member.
2. Pick correctable behavior to correct.
3. Know the team member's communication style.
4. Be direct. Avoid triangles.
5. Use "I" instead of "you."
6. Label your correction "feedback."
7. Make sure your emotions are under control.
8. Align your goals with those of the team member.
9. Give feedback frequently.
10. Remember that people need feedback.

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SLIDE 11

Ask for a volunteer to read each tip and give an example.

Some talking points to consider:

1. Correct the behavior not the team member. Talk about specific actions you want your staff to change. Use nouns and verbs, not adjectives, to describe the behavior.
2. Pick correctable behavior to correct. You must focus on behaviors that can change, not on personality traits that cannot change. For example, a CHW may not be assertive, however you can encourage him/her to ask questions or make their opinions known in other ways.
3. Know the team member's communication style—People see life through different lenses. Try to understand the CHW's perspective and use their language (abstract versus concrete) to improve communication.
4. Be direct—avoid triangles. It is best for the supervisor who directly observed the behavior to give the feedback. When three people are involved in giving feedback (a triangle), mixed messages and a lack of accountability can result. You can be a mediator if necessary, but don't get caught in the middle by becoming the messenger.
5. Use "I" instead of "you." Example—I noticed you were late three times this week. Instead of—You were late three times this week. This modification helps soften the blow of correction and makes the CHW less defensive and more receptive to the message.
6. Label your correction "feedback." Make sure staff know that they are receiving feedback not an evaluation. Ask them if they would like feedback and be sensitive to their readiness to receive corrective feedback. For example, say, "I noticed something that you can do better next time, would you like some feedback on it?"
7. Make sure your emotions are under control. You must defuse your own emotions because professionalism dictates maintaining emotional control. It's better to wait to calm down before providing feedback.
8. Align your goals with those of the team member. If a supervisor's goal differs from the staff's goal, this will be a barrier to effective corrective feedback. Once the supervisor and CHW agree on goals, it will be easier to correct behavior because the CHW will want to improve to attain the same goal.
9. Give feedback frequently. Timely and frequent feedback will desensitize staff to any fear of correction. Create a culture in which feedback is given to everyone so that all members are comfortable giving and receiving feedback.
10. Remember that people need feedback. If a CHW makes a mistake, it must be corrected or the behavior may continue and harm could occur. Supervisors should care enough about staff to take the time and energy to correct their behavior.

Providing Feedback and Mentoring

Managing Your Own Needs

- Being a good and effective supervisor is stressful.
- Supervisors are not perfect at supervising others.
- Supervisors are human beings and do make mistakes.
- Find ways to get support in your role as supervisor.

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SLIDE 12

Review the slide.

Mentoring and Supervision for Community Health Workers

Supervision is “a relationship with another person that fosters professional growth.”

Wasik, Bryant and Lyons, 1990

The Need for Mentoring and Supervision in CHW Programs

Characteristics of CHWs

- Some CHWs come to their positions with **little formal education and/or past job experience**. Appropriate and sufficient support and supervision enables CHWs to discover and develop their unique skills and make optimum contributions to their agencies and communities.
- Many CHWs are **immigrants and/or speak English as a second language**. Their “closeness” to the experience of community members is part of what makes them effective. However, it also means that there is more need for an accessible mentor/supervisor who can mediate between the CHWs’ cultures and the dominant culture.
- Many CHWs are **recovering from substance use disorder**. This creates an additional need for accessible and supportive supervision.
- Many CHWs come from cultures in which **teamwork is the rule** rather than the exception. They frequently do their best work and feel most fulfilled when they work in teams. Strong teams do not develop by accident. An accessible mentor/supervisor is needed to structure team meetings and events and to mediate conflicts between team members.

Characteristics of the CHW Role

- CHWs face very demanding and stressful situations on a daily basis. The need to respond to emergencies is commonplace. Therefore, CHWs need frequent opportunities to vent, to bounce ideas off of colleagues and mentors, and to request direction and guidance in their work. These opportunities can come in both individual and group settings.
- While CHWs have some unique needs for supportive supervision and mentoring, almost all human service workers could benefit from the kind of support and supervision provided by the best CHW programs.

Effective CHW Mentoring and Supervision

Characteristics of Mentor/Supervisors We have a great deal of data about characteristics of effective CHW supervisors. Some of this data comes from national studies such as the National Community Health Advisor Study. We also produced our own data at the Multnomah County Health Dept. (MCHD) in focus groups, interviews and on the CHW Project Team. Here is a list of the characteristics that stand out:

- Knowledge of/belief in the value of CHW practice
- Available/accessible – physically, intellectually, and emotionally. Available daily as a clinical mentor.
- Strong communication skills
- Open mind to accept change
- Able to discuss problem areas in program without feeling attacked/open to suggestions
- Flexible
- Inclusive (includes CHWs in decision-making)
- Removes barriers
- Has a positive focus and outlook
- Has courage to stand up to the system

- Creative
- Fosters CHWs' professional growth
- Well-rounded in knowledge, skills, and experience
- Team builder

Lessons from the Mental Health Field

- The mental health field has developed a model of supervision that can usefully be adapted and applied to other fields, including community health promotion.
- In the mental health field, **supervision is divided into two parts: administrative and clinical.** Administrative supervision deals with things like billable hours, getting to work on time, and filling out time sheets correctly. Clinical supervision helps the worker to become a better therapist.
- Sometimes, administrative and clinical supervision are provided by the same person, and sometimes they are provided by different people.
- Supervision in the mental health field is a teaching/learning process. The supervisor is a more experienced therapist. Usually, the supervisor has participated in training to provide supervision.
- Supervision in the mental health field is also a two-way process. The expectation is that both the supervisor and the therapist will learn from their interactions.
- (For more information, see "Supervision in the Mental Health Field.")

The Relationship Between Supervision and Productivity

From the business literature

- A cursory review of recent **business literature** strongly suggests that **high worker productivity** is associated with **appropriate and sufficient supervision.**
- A 1989 article in the journal *Supervisory Management* emphasizes the importance of accessible and on-going supervision. When such supervision is not available, workers can feel ignored or unappreciated, leading to decreased productivity.¹
- In order to increase motivation and thus productivity, the authors of a 1992 article in *HR Focus* recommend that "supervisors should be capable of nurturing a team spirit, maintain open communications with subordinates and employ participative (sic) management techniques . . ." The authors list accessibility as one of the key characteristics of effective supervision.²

From the CHW literature

- The authors of a Nigerian study **linked the productivity of CHWs to the quality and quantity of supervision they received.**³ They commented that while many primary health care (PHC) programs in developing countries have relied on CHWs, "many PHC programs have not given adequate attention to viable supervision strategies for these workers." The same could be said of many US CHW programs.
- The authors site a variety of barriers to adequate supervision and then conclude that "Ineffective supervision contributes . . . to low CHW moral (sic) and poor worker productivity."
- These researchers also stressed the **importance of adequate and specific training for CHW supervisors.**

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1 Honeycutt, A (1989). Creating a productive work environment. *Supervisory Management*, 34(11): 12-16.

2 Wiley, C (1992). Create an environment for employee motivation. *HR Focus*, 69(6): 14-15.

3 Ojofeitimi, EO, Jinadu, MK, & Elegbe, I (1988). Increasing the productivity of community health workers in rural Nigeria through supervision. *Socio-Economic Planning Sciences*, 22(1): 29-37.

NCWIT Mentoring-in-a-Box: Technical Women at Work

Mentoring Basics - A Mentor's Guide to Success

Prepare for mentoring by learning more about mentoring and the qualities and activities of a mentor. Learn why technical women need mentors, and how to find a promising protégée. Find out how you benefit from the mentoring relationship, and learn basic Do's and Don'ts of mentoring.

What is mentoring?

Mentoring is a process through which an individual offers professional expertise as well as support to a less experienced colleague. A mentor serves as a teacher, counselor, and advocate to a protégée. Mentoring results in a mutually beneficial professional relationship over time.

The intent of mentoring is not to remediate weak performance, but rather to shape a career that shows promise. Remind yourself and those who ask that mentoring is an opportunity to give back to the company and the industry by teaching the next generation of leaders and innovators.

What does a mentor do?

A mentor works on two levels, both supporting the protégée in meeting essential job duties and helping her envision and take steps toward the career she desires.

A mentor combines instruction in professional behavior and tasks with affective support.

A mentor may fulfill all or a combination of roles. The mentor:

- Advocates – Offers sponsorship, provides exposure and visibility within the organization.
- Acquires resources – Brings critical readings, opportunities, or experiences to the attention of the protégée.
- Acts as a role model – Offers insight on how he or she “made it” in the organization.
- Advises – Shares institutional and professional wisdom, critiques performance, makes suggestions.
- Coaches – Helps a protégée learn new skills and practice new behaviors.
- Protects – Helps a protégée find new and challenging opportunities within the organization while protecting her from adverse forces and “dead-end” job assignments.
- Supports – Listens with a sympathetic ear, explains unwritten rules, and acknowledges disappointments and triumphs.

Why should I mentor?

It makes business sense. The demand for skilled IT professionals has been growing steadily since 2000. Companies cannot afford to lose their top talent. Mentoring is crucial to a company's ability to remain competitive by retaining and promoting their best employees. Research shows that mentoring leads to higher job satisfaction, career advancement, work success, and future compensation. Employees who are mentored are less likely to leave the organization.

Mentoring also plays a powerful role in getting young employees up to speed on the organizational culture, accelerating their integration into the organization, and enhancing their effectiveness.



You will reap leadership and career rewards.

- Mentoring younger protégées opens up new informal networks across functional units and departments, enhancing your visibility within the organization. Through their relationship with protégées, mentors may obtain new work and organizational information.
- Young technology employees are likely to be more in touch with new and upcoming technology. Mentoring provides you a window on what is on the mind of the younger generation in terms of new products, innovation, and work aspirations. Some companies have recognized this benefit and are actively engaging their executives in relationships with younger employees.
- Mentors experience learning benefits from reflecting on how they got to their current position and articulating the vision of what they want next from their careers.
- Through mentoring you help your organization strengthen its workforce. It is worth noting your contribution during your own performance review.
- Mentors gain valuable interpersonal communication skills through the process of mentoring.

You will experience personal rewards. Many mentors, at the top of their professional careers, find an increased sense of purpose through giving back through mentoring and establishing a legacy as leaders. Mentors also report feeling rejuvenated and energized through interacting with their younger colleagues.

The rewards are worth the investment. Contrary to popular belief, mentoring does not require a disproportionate investment. Research shows that people who become mentors report significant benefits and few costs. Mentoring comes in many forms. If you cannot commit to frequent formal meetings, you can still be a mentor by agreeing to be available for more informal and ad-hoc guidance sessions.

Why mentor a technical woman?

Because of sparse representation of women at the higher echelons, women in technology lack ready access to role models and mentors, and they tend to be excluded from informal networks that are critical to career advancement. Lack of access to mentors for women results in reduced effectiveness, work dissatisfaction, and missed organizational talent.

Mentoring has been recognized as an effective practice to increase the representation of women in technology, and mentoring programs have been successfully implemented by leading technology firms.

Who should be a mentor?

Any woman or man in a position of responsibility or influence may be the right mentor for a technical woman. It is important that a mentor be committed to leveraging the talent and furthering the career of protégées. A good mentor:

- Recognizes how a diverse workforce enriches the organization's "gene pool" from which creativity and innovation spring.
- Is aware that women in technology face additional barriers to advancement and is dedicated to further breaking down these barriers.



Whom shall I mentor?

Consider these different circumstances or opportunities when identifying your protégée. She may be:

- Someone who asks for your help – An individual may ask you to be their mentor, but more likely, she will request your help on a project or ask you to explain an organizational process. Capitalize on her initiative and discuss how consistent mentoring may help her in significant ways.
- Someone within or beyond your work group – A promising protégée might be in a cubicle nearby or in another work group or building. Ask colleagues, human resources staff, or managers who might benefit from mentoring. You should not be in this person's direct management hierarchy (for example, the protégée's manager reports to you).
- The born leader – Watch for women you come across in meetings or whose work you notice. Ask yourself whose ideas are creative, who collaborates well, and who is competent and productive and would benefit the most from what you have to offer. Women with these characteristics may not consider themselves candidates for mentoring, but they might warm to the idea if you suggest it.
- The quiet achiever – Some very capable women may seem invisible next to their more assertive colleagues. Be aware that some women including those from different cultures may interact in a less demonstrative manner. Keep your eyes open for the “unsung” but productive and talented women who with your guidance can advance into positions of influence and leadership.
- Someone facing change – Shifts in the organization or work assignments may signal a time to step up as a mentor. Watch for women who are facing change, as in the case of reorganization. This is a time when a protégée especially needs guidance and wisdom.

Also consider mentoring from a different vantage point. Look beyond your immediate work group for an employee in a different division, at another site or even on another hemisphere. Telecommunications makes virtual connections practically as effective as face-to-face meetings, and learning about each other's unique work situations can benefit you both.

Consider mentoring someone doing a different kind of work in the company. You and your protégée may have complementary skills you can exchange. For both of you this arrangement may also open new networking possibilities, broaden your views about different fields of expertise, and build an appreciation for how each contributes to the mission of the organization.

Consider ad hoc mentoring. In order to help a protégée get the most and best advice, you might recommend that she seek support from several senior staff. This spreads the cost of mentoring and makes it okay that you are not all things to your protégée. Informal chats with senior staff help the protégée build rapport, visibility, and professional networks.

Finally, while common, mentoring does not have to be limited to two individuals at different career stages. Consider starting a peer mentoring relationship. Your common experiences and similar goals might serve as a helpful reference point from which to plan your next career steps.



Is my protégée ready?

Your protégée is ready if she:

- Has ambitions to advance and increase her contribution to the organization
- Is interested in being mentored
- Actively seeks constructive feedback and acts on it
- Is able to commit time and effort to professional growth
- Is willing to explore new behaviors and skills

The best mentoring relationship results come when the protégée “owns” the process and drives activity toward the results. If your protégée is not able to clearly articulate a goal for the relationship or has trouble creating the meeting plan, have her prepare accordingly before you begin formal mentoring.

What are the “Dos” of mentoring?

These tips are designed to help you think about what mentoring is and is not.

Do: Be clear on where the line is drawn between your responsibilities and those of the manager.

Do: Agree on goals for the mentoring relationship from the outset, and put them in writing. Frequently go back to your goals to measure progress.

Do: Act as a colleague first, an expert second. A know-it-all approach to mentoring is intimidating and will limit your successes. Strike an open and warm tone so your protégée will feel she can ask you difficult questions and take risks. Listen as much as you speak so her questions and aspirations are always the central focus.

Do: Set realistic expectations. You can provide your protégée access to resources and people, but make it clear you do not wield your influence over others. You may be a senior executive but that does not mean you fix problems for the protégée – you coach as you can but the protégée does the heavy lifting.

Do: Keep a time limit as part of the goal, and evaluate your progress periodically. Every mentoring relationship has phases – including the end to formal mentoring. This doesn’t necessarily mean the end of your relationship, but a change in how you interact and how often.

Do: Remember that mentoring is a process with a goal. Have a fun relationship but don’t get off track and lose sight of goals.

Do: Expect high performance from the protégée and accelerate her learning. Research suggests that the most beneficial mentoring is based on mutual learning, active engagement, and striving to push the leadership capabilities of protégées.

Do: Listen, listen, and then listen some more. Hear the concerns of your protégée before offering advice and guidance. Establish trust and openness in communication from the start.

Do: Strive to protect the protégée from what you see as major professional errors or missteps, but also leave room for her to learn from her own experience and mistakes. Remember that a successful mentoring relationship is one where the protégée eventually advances and no longer needs your support. Make sure the protégé is not overly dependent on your advice.

Do: Recognize that the protégée's goals are her own and that she may have career goals that differ from the path you chose. Your role as a mentor is to guide; it's up to the protégée to decide what to implement in her career.

Do: Recognize that women and other minorities within the organization face additional barriers to advancement. Educate yourself about the issues. If you experience difficulty, ask your organization's corporate diversity department for resources and support.

Do: Keep an open mind. If you are a man mentoring a woman, or if a protégée is from a different ethnic group, be aware and respect her experiences, ideas, and goals. Cross-gender and cross-cultural mentoring relationships can be very enriching and successful but it requires open dialogue about the ways gender and culture influence your protégée's work in the organization and the mentoring relationship itself.

Do: Educate others within the organization about the advancement of women. Approach managers and stakeholders and mentor them on being effective managers to technical women. Consider instituting a "reverse mentoring" program where older leaders are educated about specific issues faced by younger staff, and in diversity issues such as race and gender.

Do: Teach your protégée how to become a mentor herself – by example and by encouragement.

Adapted from [Mentoring-in-a-Box: Technical Women at Work](#), from the [National Center for Women and Information Technology](#).

Case Scenarios

Case A

Client Joe has left several messages for his MCM who has not returned his call due to competing client priorities. Joe has contacted the CHW to ask for help getting his medications paid for by ADAP as he is waiting for his Employer Insurance to be approved. The CHW facilitates a call to the local pharmacy to get Joe's medications for him.

Case B

The care team RN brings to your attention that Lisa, the CHW is working with a client with whom she had a previous relationship prior to being employed at the clinic. The clinic policy states that staff are not to directly provide care to family members or friends.

Case C

The weekly report you get from your EMR indicates that John, the CHW has documented on 5 clients when you know he has successfully connected over 15 clients this week by helping them schedule medical appointments and meeting with them when they have come in for appointments.

Case D

An agenda item for supervision with the CHW includes development of performance goals as a measure in preparation for their annual evaluation.

Case E

The CHW has been working with a client with a history of dropping out of care. One day you run into the client in the waiting room. They look great and happy. The client tells you they feel engaged in care and love working with the CHW.

Acknowledgements

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