

COMMUNITY HEALTH WORKER/PROMOTORES DE SALUD I/II**DEFINITION**

Under general supervision, the Community Health Worker/Promotoeres de Salud (CHW/P) performs various para-professional services for Glenn County Community Action Department and/or Health and Human Services Agency programs. The CHW/P will provide direct services, linkage, prevention services, care coordination, case management, coaching, social support, navigation of systems, education, direct services, assessments, and outreach for at-risk populations; and performs related duties as assigned. The CHW/P will be culturally competent and practice trauma-informed principles.

CHWs/Ps share similarities with the community members they serve, such as ethnicity, language, culture, socioeconomic status, values, and life experiences. In general, CHWs/Ps are:

- Trusted members of the community they serve.
- Responsive to the needs of community members.
- Trained in the context of health interventions.
- Recognized by health services and certification authorities.
- Not necessarily certified as professionals or paraprofessionals.

Community Health Worker (CHW) is the term to describe a monolingual (English) trusted community peer who will provide the aforementioned para-professional services.

Promoterer or Promotoras de Salud (P) is the Spanish term to describe a CHW. The P will be a bilingual (English and Spanish) trusted community peer who understands the cultural norms to deliver culturally competent para-professional services.

DISTINGUISHING CHARACTERISTICS

CHW/P I: is an entry-level class within the CHW/P series. Employees within this class perform a significant portion of work assigned to the journey level but without the independence of full responsibility expected of the position at the full journey level. The assignments are generally limited in scope and are set within procedural frameworks established by higher-level positions.

CHW/ P II: is a journey-level class within the CHW/P series. Employees within this class perform a full range of duties as assigned, including the more complex cases. The employee at this level typically specializes in multiple program areas and/or serves multiple units. Employees at this level receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the operating procedures and policies of the work unit.

SUPERVISION RECEIVED AND EXERCISED

CHW/P I/II - will receive direction from professional, supervisory, or management staff. The CHW/P I/II may receive general direction from the CHW/P V lead position. These positions does not supervise staff.

TYPICAL DUTIES

The roles and activities of CHWs/Ps are tailored to meet the unique needs of the communities they serve. CHWs/Ps and their duties are as diverse as the communities they serve. A CHW's/P's role depends on factors such their education, training, lived experience, and experience working with specific populations. CHWs/Ps may perform the following roles; duties may include, but are not limited to, the following:
Community Health Worker/Promotores de Salud

Plans and conducts community outreach programs, workshops and discussion groups to promote health education, risk reduction and healthy behavior.

Build community capacity to address health issues.

Plans, organizes and coordinates community events; assures compliance with department policies and procedures.

Develops and gives presentations on programs and studies to providers, local schools, community groups, and state wide audiences.

Collect data and relay information to stakeholders to inform programs and policies.

Provide informal counseling, health screenings, and referrals.

Disseminates information regarding services and programs, support opportunities, prevention education and upcoming events at booths during Community Health Fairs, County fairs and other community events.

Advises contacts and clients of community resources available for resolution of behavioral health problems; acts as an advocate for individuals to help them understand their rights and advocate for their expressed wants.

Coordinates and facilitates youth and adult activities and awareness programs; provides safe learning environment; drug, alcohol and tobacco prevention programs.

May facilitate alcohol and drug group sessions and other counseling activities.

Works with sub-contractors, consultants and outside community members on various program issues and functions.

Transports or accompanies clients to appointments for service or interviews.

Create connections between vulnerable populations and healthcare providers.

Help patients navigate healthcare and social service systems.

Manage care and care transitions for vulnerable populations.

Reduce social isolation among patients.

Determine eligibility and enroll individuals in health insurance plans.

Ensure cultural competence among healthcare providers serving vulnerable populations.

Educate healthcare providers and stakeholders about community health needs.

Provide culturally appropriate health education on topics related to chronic disease prevention, physical activity, and nutrition.

Advocate for underserved individuals or communities to receive services and resources to address health needs.

Address social determinants of health.

Advocacy, Outreach and enrollment, Navigation, Education, Health services, and Social-emotional support.

Performs related duties as assigned.

EMPLOYMENT STANDARDS

Knowledge of:

Prevention, intervention and treatment strategies for communicable diseases, crime, substance abuse and other social or community issues.

Local, state and national behavioral and public health education goals, priorities, and core programs, and state, local and national laws related to health education practices and policies.

Trauma-informed principles.

Motivational interviewing.

Causes, effects and methods of treatment for mental health diseases and disorders.

Causes, effects and methods of treatment for alcohol, tobacco or drug abuse.

Principles and practices of nutrition, child development or health education.

Proper methods of transporting young children, infants, disabled adults and elderly persons.

Leadership methods and group/team process and facilitation skills.

Typical and problem behavior in small children, adolescents, disabled adults and elderly persons.

Interpersonal and relationship-building.

Cultural competence.

Behavioral/physical signs and symptoms of clients requiring professional and/or medical assistance.

Effective oral, written and electronic communication methods, and techniques for effectively communicating with diverse language and cultural populations.

Community service agencies and other governmental assistance programs.

County and department policies and procedures.

Ability to:

Present program and service information to clients, patients, and the public.

Assess client needs, and make recommendations based on observations.

Interact with people of different social, economic and ethnic backgrounds.

De-escalate hostile and uncooperative clients.

Organize and prioritize work in order to meet various program compliance deadlines.

Act quickly and calmly in crisis and/or emergency situations.

Speak confidently and professionally one-on-one and/or present to small or large groups.

Work fairly and courteously with the public; handle multiple case assignments; and work effectively with interruptions.

Interview persons to obtain a variety of information applicable to the provision of social services.

Maintain confidential information in accordance with legal standards and/or County regulations.

Establish and maintain effective working relations with co-workers, outside organizations, and the public.

Communicate clearly and concisely, both orally and in writing.

Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.

EXPERIENCE AND EDUCATION GUIDELINES

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

CHW I:

Experience:

No professional job experience required, lived experience desirable.

And

Education:

High School diploma, or GED equivalent is preferred; however not required.

License or Certificate, preferred not required.

Possession of or the ability to obtain a valid California Drivers License.

CHW II:

Experience:

Experience performing entry level or specialized duties (i.e., cashier, store clerk, clerical, etc.) and/or work-like experiences (i.e., volunteering, school activities, intern).

OR

Education:

High School diploma, or GED equivalent is preferred; however not required.

One (1) year experience as a CHW/P I

License or Certificate, preferred not required.

Possession of or the ability to obtain a valid California Drivers License.

WORKING CONDITIONS

Mobility - Frequent operation of a data entry device and sitting for long periods of time; occasional standing for long periods of time, walking, pushing/pulling, bending/squatting, driving, and climbing stairs.

Lifting - Frequently 5 lbs. or less; occasionally 5 to 30 lbs.

Visual - Constant use of overall vision and reading/close-up work; frequent need for color perception, hand/eye coordination, and field of vision.

Dexterity - Frequent holding, reaching, grasping, repetitive motion, and writing.

Hearing/Talking - Frequent hearing of normal speech, hearing on the telephone, talking in person and on the telephone, video conferencing and working with accommodations of hearing or visually impaired devices/individuals.

Emotional/Physiological Factors - Frequent decision making, concentration, public contact and occasional working alone.

Special Requirements - Some assignments may require occasional working weekends, nights, and/or occasional overtime; occasional travel.

Environmental Conditions - Occasional exposure to noise, dust, and poor ventilation; occasional exposure to varied weather conditions.

