This chapter provides four activities and two assessments for training CHWs in professional skills. Although professional skills are often neglected in training programs, local employer partners have consistently asked City College of San Francisco (CCSF) faculty to focus on these skills in our CHW Certificate Program. Employers have also stated that certain skills—such as the ability to receive and provide constructive feedback in a professional manner and the ability to work well with a supervisor—are often “make or break” skills that can determine whether or not a new CHW will keep their job.

This guide corresponds to, and is meant to be used with, Chapter 14, “Professional Skills,” in Foundations for Community Health Workers, Second Edition.
CHAPTER AT A GLANCE

Professional Skills

Learning professional skills can be more difficult than some trainers suppose. Code switching, for example, often poses significant challenges for new CHWs. Code switching requires CHWs to understand and adapt to the written and unwritten codes of conduct in the many diverse settings in which they work, such as when they are on neighborhood streets; when they conduct home visits with clients; when they are in offices, agencies, and clinical settings; and when they meet with community representatives and policy makers. Although successful code switching can benefit CHWs, their employers, and the clients they serve, occasionally CHWs will be asked to adapt to subjective codes of dress or communication that raise concerns for them about potential bias or prejudice. We encourage you to make time for learners to explore these topics during their training and to share their own experiences, values, challenges, and suggestions for professional success.

We teach and reinforce professional skills across the curriculum at CCSF. We encourage you to find ways to revisit and reinforce these skills throughout the training you conduct. For example, the challenge of code switching (and the risks for bias and prejudice) may come up when you are talking about a new skills set, such as conducting home visits or co-facilitating groups, or when learners are discussing their experiences in internship settings. Skills for providing and receiving constructive feedback may be revisited when learners are asked to provide feedback to trainers, and when learners offer feedback to their peers following role plays. We ask CHW students to develop resumes over the course of their training: once when they prepare to apply for an internship placement, and a second time as they complete their training and apply for a paid position and/or continued educational opportunities.

This guide is meant to be used when teaching/training Chapter 14 of Foundations for Community Health Workers, Second Edition. We have included step-by-step activities for key sections, not the entire chapter. We recommend reading Chapter 14 in Foundations, since the textbook provides more material about developing professional skills, as well as a deeper explanation of concepts related to activities in this guide.
**CHAPTER AT A GLANCE (continued)**

**Professional Skills**

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<tr>
<th>ACTIVITY</th>
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<tr>
<td><strong>ACTIVITY 14.1: CODE SWITCHING (70–90 MINUTES)</strong></td>
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| This activity provides learners with an opportunity to analyze and discuss the topic of code switching. Small and large group discussions | Define code switching and the settings in which this concept applies.  
Analyze possible benefits and risks of code switching.  
Discuss strategies for how and when to switch codes while retaining their own identities. |
| Includes: |  |
| • Learner Handout 14.1 A: Small Group Discussion Question |  |
| • Learner Handout 14.1 B: Case Study and Testimonials |  |
| **ACTIVITY 14.2: PROVIDING AND RECEIVING CONSTRUCTIVE FEEDBACK (90–120 MINUTES)** |  |
| This activity is designed to promote enhanced understanding and skills related to providing and receiving constructive professional feedback. Role plays and small and large group discussions | Analyze the value of constructive feedback and the challenges to receiving feedback in a calm and respectful manner.  
Identify strategies and skills for providing and receiving constructive feedback in employment settings.  
Practice providing and receiving constructive feedback. |
| Includes: |  |
| • Learner Handout 14.2 A: Role Play Scenarios |  |
| **ACTIVITY 14.3: DEVELOPING A PROFESSIONAL RESUME, PARTS 1 AND 2 (90–100 MINUTES)** |  |
| This activity engages learners in developing an up-to-date and professional resume. This is a two-part training activity to be facilitated on two different days. In between the training sessions, learners will write or update their professional resumes. **Activity 14.3: Part 1, Developing a Professional Resume** Individual work and large group discussions | Identify key elements of a successful professional resume.  
Develop updated professional resumes for use in seeking internship placements or jobs. |
| **Activity 14.3: Part 2, Developing and Critiquing a Professional Resume** Small and large group activities and discussions | Includes:  
• Learner Handout 14.3 A: Resume Check-List |
### CHAPTER AT A GLANCE (continued)

#### Professional Skills

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<th>ACTIVITY</th>
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| **ACTIVITY 14.4: JOB INTERVIEWS (80–100 MINUTES)** | Identify key elements for a successful job interview.  
Practice interviewing for a job as a CHW.  
Demonstrate providing and receiving constructive feedback. |

This activity provides learners with the opportunity to practice interviewing for a job or an internship placement. Learners will take turns practicing how to interview and playing the role of an employer seeking to hire a CHW.

Mock interviews in small groups, and large group discussions

*Includes:*
  * Learner Handout 14.4 A: CHW Interview Process in Small Groups
  * Learner Handout 14.4 B: Sample Interview Questions
  * Learner Handout 14.4 C: Job Interview Assessment

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<th>TRAINING WITH VIDEOS FROM CHAPTER 14 OF FOUNDATIONS</th>
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<td>Chapter 14 of the textbook includes an interview with CCSF faculty about providing constructive feedback.</td>
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<th>ASSESSMENTS</th>
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<td><strong>ASSESSMENT 14.1: DEVELOPING A PROFESSIONAL RESUME</strong></td>
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This assignment asks learners to prepare a professional resume. It can be combined with “Activity 14.3: Part 1, Developing Developing a Professional Resume.”

| **ASSESSMENT 14.2: REFLECTIVE WRITING ON PROFESSIONAL SKILLS** | Rubric |

This assignment asks learners to write a brief paper related to the topic of professional skills, including code switching, providing and receiving constructive feedback, and interview skills and preparation.
ACTIVITIES

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Activity 14.1

Code Switching

Code switching is an important, yet challenging, topic. It is sometimes presented as: “You need to do these things to be professional.” In truth, the challenge is much more nuanced. Not only do CHWs work to adapt to the codes of employers, but employers also work with CHWs to adapt organizational codes and policies to better support the communities they serve. Code switching is also inextricably linked to histories of bias, prejudice, and discrimination in which institutions—including schools and employers—impose certain standards of language, dress, and interpersonal relationships that result in the exclusion of some communities.

This activity provides learners with an opportunity to analyze and discuss the topic of code switching, presented in Chapter 14. Learners will discuss the potential risks and benefits of code switching and share strategies for code switching to advance educational and career goals while retaining their own cultural identities.

1 Introduction

Frame this activity as an opportunity for learners to reflect on the essential, yet challenging, skill of code switching. We will define code switching, identify different types of codes that CHWs may need to adapt to, and discuss some of the risks and benefits involved. Finally, learners will discuss a case study and share ideas for how to successfully code switch while retaining their cultural values and identities.

Explain that the goal of this activity is to support CHWs to successfully adapt to the codes of conduct of the diverse settings and institutions in which they will work. However, we don’t expect or wish for CHWs to adapt to codes at the expense of their own dignity or self-esteem. Ideally, everyone should be able to
achieve success in academic and employment settings in a way that also supports and reinforces their own identities and cultures.

2 Large Group Discussion
Facilitate a conversation among learners by posing questions such as these:

- How do you define or explain what code switching is?
  Code switching is the ability to move between one or more sets of expectations and guidelines for conduct, communication, and behavior.
  It is the ability to adapt to the written and unwritten (or overt and implicit) codes of conduct for different types of institutional or cultural settings.
  It may encompass codes for language, dress, time management, professional boundaries, written communication, and giving and receiving feedback.

- What are some examples of different codes that CHWs may be asked to adapt to?
  These may include codes for working as part of a team in a clinic or hospital, for conducting street outreach to homeless clients, for facilitating a community training at a local church or temple, or for presenting at a local city council hearing.

- What are the codes that you have been asked to adapt to for this CHW training program?
  Ask learners to quickly brainstorm a list of the written and unwritten codes of conduct for the CHW training program. These may include expectations about coming to class or training sessions on time, assessment or grading guidelines, ground rules for conduct and dialogue during training sessions (step up, step back, maintain confidentiality, respect different perspectives, etc.), and dress codes for internship placements. Be prepared for some learners to challenge some of the codes of the CHW training program or class or express difficulty in adapting to them.

- How may you be asked to change in order to adapt to these different codes?
  Different institutions and settings may have different codes related to things such as dress, language and speech, informal or formal greetings, time management, use of cell phones and other technology, and rules for managing group or class discussions, decisions, and disagreements.

- Why is code switching a valuable skill for promoting your academic and professional success?
  Employees and students, including CHWs, are often assessed or evaluated based on their ability to understand and follow the codes and policies of specific institutional settings. For example, the ability to communicate according to the accepted codes of professionalism in the work places, in person, by phone, with e-mail, and with other written forms of communication is often essential for continued employment, advancement, and
success. CHWs’ ability to adapt to different codes and cultural settings is a tremendous asset in the fields of medicine, public health, and social services. It assists CHWs in providing clients with the support they require to promote their health.

Take time to address any outstanding questions related to the definition and purpose of code switching before moving on to the next step in this training activity.

3 Small Group Discussion
Assign learners to work in small groups of three (mix up the usual small group pairings or assignments so that learners have an opportunity to work closely with everyone in the training class). Distribute copies of the small group discussion questions (included at the end of this activity) to each group, and provide them with approximately 10 minutes for their discussion.

Note that this is an opportunity for learners to talk with each other about some of the potential difficulties with code switching. We recommend that you don’t circulate among small groups during these discussions in order to provide them with greater privacy and freedom to talk about their experiences, values, and concerns.

4 Large Group Debrief
This is an opportunity to reinforce and build upon the small group discussions and to more clearly delineate some of the risks and challenges of code switching—including risks of bias and discrimination—as well as the benefits. Facilitate discussion by posing questions such as these:

- What are examples of some of the codes that you know well and are comfortable adapting to?
- What are examples of codes that are less familiar and easy to adapt to?
- Can you provide an example of a time when you successfully learned and adapted to a new code?
- Can you provide an example when you struggled to adapt to a code or experienced bias related to code switching?

5 Case Study Discussion
Pass out copies of the case study and testimonials (included at the end of this activity). Ask learners to read them aloud, one at a time, starting with the Norma case study, and to share their ideas in response to the questions provided. Note that the testimonials from CCSF students highlight times when they confronted bias in the workplace rather than when they were asked to adapt to fair and reasonable professional code of conduct. Facilitate an open discussion about the case study and testimonials from Chapter 14,
welcoming a wide range of perspectives and opinions, by posing the following types of questions:

For the Norma case study:
- What is at stake for Norma in this case study?
- Why didn’t Norma get the promotion she interviewed for?
- How does this case study reflect the issue of code switching?
- What options does Norma have for how she may address the challenges of code switching at the agency where she works?

For the CCSF student testimonials:
- What codes were the students asked to adapt to?
- What do you think about these codes?
- Are they reasonable and fair?
- What risks did the students face related to code switching?
- What were the potential benefits from adapting to these institutional codes?
- What options do they have?
- How might you handle a similar situation?

Large Group Discussion
Create two columns on the board or flip-chart paper and label them Risks and Benefits. Ask learners to brainstorm ideas for each column, recording them on the board throughout. Ask further prompting questions, as necessary, such as those provided here.
- What are some of the potential benefits to code switching?
  - How may code switching enhance your professional success?
  - How can code switching help you better promote the health of the clients and communities you work with?
  - How can code switching enhance your ability to advocate for clients, communities, and your organization’s services and goals?
- What are some of the potential problems, risks, or harms related to code switching?
  - What are potential risks to you as an individual?
  - What are potential risks for your career?
  - What are potential risks for the clients and communities you work with?

Do your best to create space for learners to talk openly about risks and challenges related to bias and prejudice in the work place (or in educational settings), should they wish to do so.
so. It may be important for learners to talk together about these risks, how they have had an impact on them, how they have responded, and how these experiences relate to the topic of code switching.

Finally, ask learners to share their ideas in response to the following questions:

⦁ How do you retain your own identity and culture while adapting to different institutional cultures and codes of conduct?

⦁ What helps you to be successful with the process of learning and adapting to a new code, such as the codes of conduct at your internship site or where you work?

Take time to generate ideas among learners about their strategies and approaches to code switching or adapting to new codes.

### Reinforcement

Review key messages about code switching drawing upon the ideas shared by learners, the *Foundations* reading, and other resources. For example, you may wish to emphasize the following:

⦁ Code switching is the ability to adapt to the policies and codes of conduct for different types of settings and institutions (including educational institutions, job settings, and community settings) in which CHWs may work with clients and community members.

⦁ One way to think of code switching is as a way to develop literacy in additional languages or cultural codes. By learning to speak or follow these codes, we are better able to communicate and build positive relationships with others, and we are better able to achieve our own educational and career goals in the process.

⦁ The ability to adapt well to different codes of conduct can help CHWs build successful working relationships with diverse stakeholders including clients, coworkers, administrators, community leaders, and policy makers in order to promote the health and well-being of clients, advance the mission of the agency they represent, and achieve career success.

⦁ Understanding what code switching is can help learners—in their roles as students, interns, and employees—make informed choices about the extent to which they will adapt to follow different codes and policies. Each of us has to determine if the codes we are asked to conform to are fair and acceptable.

⦁ Code switching can be difficult or uncomfortable. For example, the style of dress and formality of speech required in certain work settings may be highly unfamiliar to most of us at first. With time, however, learners may find themselves adapting in a way that fits with their own values, identities, and skills.

⦁ Code switching should not promote or reinforce judgment, disrespect, or denigration of other cultural values or standards. Code switching should never require people to
abandon or hide their own cultural identities in order to be successful in a specific educational or work environment.

- If code switching causes learners to question or devalue their own cultural traditions, identities, and styles of dress and communication, please have them consider that something is likely to be wrong with the codes or the people enforcing the codes, not with them.
Activity 14.1  Learner Handout 14.1 A: Small Group Discussion Questions

Please share your own experiences and ideas about code switching by responding to the following questions:

1. What comes to mind when you think about code switching?
2. What have been your experiences with code switching?
   Please share a time when you had to switch codes, how you handled this situation, and what you think about it now.
3. How can you adjust to new settings and codes while maintaining your own identity, language, and culture?
Learner Handout 14.1 B: Case Study and Testimonials

NORMA CASE STUDY

Norma has worked for five years as a CHW at a large nonprofit agency that provides services to girls and women. Norma is highly respected by coworkers and by the clients and communities she serves. Six months ago, Norma was honored as Outreach Worker of the Year at an agency fundraiser.

Recently, Norma applied for a job at her agency as the supervisor for a team of six CHWs. Norma was not offered the position; a younger woman with much less experience and a college degree was hired. Norma met the other candidate on the day of their interviews. Norma was dressed as she does every day to conduct outreach and brought flip-chart paper to make a presentation to the hiring committee. The woman who was hired wore a suit and brought a laptop computer and a projector and gave a PowerPoint presentation.

When Norma asked the executive director why she wasn't promoted, she was told to work on her professional skills, including the way that she presents herself and her technological and written communication skills.

Discussion Questions:
1. What is at stake for Norma?
2. Why didn't Norma get the promotion she interviewed for?
3. How does this case study reflect the issue of code switching?
4. What options does Norma have for addressing the challenges of code switching at her job?
5. What choices might you make if you were in Norma's situation?

CCSF STUDENT TESTIMONIALS

Consider the following quotes from City College of San Francisco students who encountered bias in an educational or workplace setting.

I finally made it to graduate school, but it wasn't always a very supportive place. I was the only Black woman in my cohort. During my first week, the only Black female professor at the school pulled me aside to tell me that I needed to straighten my hair and buy a suit if I wanted to succeed. It may have been meant kindly, but it didn't come across that way. It made me feel like I didn't belong. Even if I had the money, I wasn't going to straighten my hair. But on top of working full-time and raising my family, I made sure that no one ever had a reason to challenge the quality of my work. And I want people to know that I did earn my master's degree!

A graduate of the CCSF CHW program

©November 2015. Tim Berthold, Community Health Worker Certificate Program, City College of San Francisco.
Learner Handout 14.1 B: Case Study and Testimonials
(continued)

You know that I read, write, and speak English very well. It is my third language. At a staff meeting [at the agency where the student is doing their internship], I spoke up a couple of times. After the meeting, one of the administrators told me I needed to “lose my accent.” But I don't know if that is even possible. And is it okay for them to say that to me? If I work well with the clients, and they accept me, isn't that good enough?”

A student who was completing his internship with a local agency

Discussion Questions:
1. What codes were the students being asked to adapt to?
2. What do you think about these codes?
   ◦ Are they reasonable and fair?
3. What risks did the students face related to code switching?
4. What were the potential benefits from adapting to these institutional codes?
5. What options do they have?
6. How might you handle a similar situation?
Providing and Receiving Constructive Feedback

This activity is designed to promote enhanced understanding and skills related to providing and receiving constructive professional feedback. Learners will participate in role plays and small and large group discussions.

This activity may also be facilitated in two parts. For example, you may pause after Step 6, and resume training with Step 7.

1 Introduction

Explain that this activity is an opportunity to discuss the topic of providing and receiving constructive feedback and to practice related strategies and skills. Frame the discussion by noting that receiving constructive feedback in a calm and professional manner is a highly valued skill among employers and is an essential ingredient for success in the workplace. The inability to receive or provide constructive feedback can lead to disciplinary action and even the loss of employment. The goal is to prepare learners to demonstrate these skills successfully during their internships and on the job. Emphasize that, rather than being an indication of failure, constructive feedback represents an investment in the employee or coworker and can provide an opportunity for improvement and growth.

Briefly review two key components of constructive feedback from Chapter 14, reminding learners that constructive feedback may be corrective or supportive.

- **Corrective feedback** points to desired changes in performance or behavior by highlighting something that wasn’t done correctly or according to policy guidelines, or that wasn’t successful or resulted in significant problems or challenges.

- **Supportive feedback** is designed to reinforce current behavior or professional performance by pointing out something that was done well, efficiently, or in accordance with policy guidelines.

Activity 14.2

90–120 MINUTES

MATERIALS NEEDED

- Copies of “Learner Handout 14.2 A: Role Play Scenarios” (included at the end of this activity)

TRAINER PREPARATION

- Review Chapter 14.
- Set up the counter role play in advance of the training, recruiting a colleague to do it with you (see guidelines in Step 3).
- Prepare discussion questions in Step 4.
- Before this activity, you may wish to view the video “Providing Constructive Feedback: Faculty Interview, Training Guide” (http://youtu.be/jobeBxgAunk).

LEARNER PREPARATION

- Ask learners to read Chapter 14 in advance of the training session.

LEARNING OUTCOMES

After this activity, learners will be able to:

- Analyze the value of constructive feedback and the challenges to receiving feedback in a calm and respectful manner.
- Identify strategies and skills for providing and receiving constructive feedback in employment settings.
- Practice providing and receiving constructive feedback.
Providing and Receiving Constructive Feedback (continued)

In some ways, this mirrors the plus/delta (+/∆) framework we use to provide feedback during training sessions. For example, after most role play practices, we provide feedback designed to highlight the following:

- **Plus**: What was done well (+)
- **Delta**: What could be done differently or better (Δ)

2 The Value and Challenge of Constructive Feedback

Start by reviewing basic information about constructive feedback with learners by posing questions such as these:

- How many of you have experience with providing or receiving constructive feedback in an employment or volunteer setting?
  
  Ask for a show of hands.

- How many of you have faced a challenge with either providing or receiving constructive feedback on the job?
  
  Ask for a show of hands.

- What is the purpose and value of providing someone with constructive feedback in the workplace?

- What can get in the way of people’s ability to receive constructive feedback in a calm and professional manner?

If learners don’t address the following points, you may wish to emphasize them:

- Constructive feedback may be provided by a CHW to a peer or a client, or to the CHW by a peer, a client or community member, or a supervisor. The authentic purpose of constructive feedback is to improve and enhance the professional skills of the individual and the quality of programs and services provided to the community.

- The ability to provide and receive constructive feedback—to clients and peers, to colleagues who supervise you, and to those whom you may supervise—is essential to the success of your career. The inability to provide or receive constructive feedback may result in disciplinary action, the loss of a promotion, and potentially the loss of your job. In contrast, the ability to handle constructive feedback with patience, generosity, and poise is usually viewed as a highly desirable professional skill, and one that that greatly improves your chances of promotion.

- Emotions such as frustration, anxiety, and anger may get in the way of our ability to listen calmly and professionally while others provide us with feedback. We may become defensive and start to excuse our behavior or to argue with the other party. Sometimes our own ego or our desire to be right and to be perceived as competent, successful, and valuable also get in the way of accepting our own fallibility (the fact that we, like all others, make mistakes, and that we need to continue to learn and
Providing and Receiving Constructive Feedback (continued)

enhance our knowledge and skills). Past negative experiences, including experiences
of abuse, discrimination, or bullying, can also get in the way of receiving feedback
gracefully and respectfully in the present. Although it may feel threatening or scary to
be told about things we are not doing well, constructive feedback provides us with an
important opportunity to learn and grow.

3 Counter Role Play

Plan and set up this counter role play in advance. The purpose of the role play is to show
a supervisor providing constructive feedback to a CHW who does not handle the feedback
well. We encourage you, as the trainer, to act out this role play in front of learners with
another colleague such as another trainer or a working CHW. Talk in advance to deter-
mine the focus and structure of this brief (3-to-5 minute) role play.

For this counter role play, the person playing the supervisor provides constructive feed-
back to the person playing the CHW in a professional manner, but they may come across
as a bit brusque or cold (they don’t go out of their way to emphasize the CHW’s positive
traits and contributions). Determine the main topic for this discussion. For example, the
supervisor may be providing constructive feedback to the CHW about one or more of the
following issues:

- Time management
  The CHW is not always on time for work meetings and assignments, for example.

- Documentation
  The CHW does not turn required documentation in on time or does not fill it out com-
  pletely or properly (according to policy guidelines).

- Working with the clinical team
  The CHW does not check in regularly with their teammates and/or does not collaborate
  enough with a particular member of the team (such as the social worker or physician).

- Relationships with coworkers
  The supervisor has received complaints from other CHWs or other staff stating that
  this CHW is sometimes disrespectful or inappropriate, for example.

As the supervisor provides feedback, the person playing the CHW should demonstrate
becoming increasingly frustrated and defensive. For example, the CHW may act out one
of the following ways:

- Keep interrupting the supervisor to defend themselves and to challenge the “evi-
dence” presented.

- Keep saying “Yes, but …,” and trying to explain away or excuse the feedback.
Providing and Receiving Constructive Feedback (continued)

- Critique or attack coworkers who “do the same thing or worse.”
- Argue that the supervisor is unfairly focusing on a few faults and is not acknowledging their strengths and contributions.

Stop the role play after 3 to 5 minutes, after one or more key challenges has been clearly demonstrated.

4 Discussion in Pairs
Ask learners to choose a partner for the next discussion. Post the following questions on the board and provide the pairs with 5 to 10 minutes to discuss them:

- What may be going on for the CHW in this role play?
- What reactions, if any, came up for you as you watched the role play?
- Did you identify with aspects of one or both of the roles (and, if so, how)?
- What can we say or do in the moment when we are having a difficult time receiving critical feedback?

5 Large Group Discussion
Facilitate further discussion among the large group by posing questions such as these:

- What were the supervisor’s concerns?
- How did the CHW respond?
- Why may the CHW have responded in this way?
- What may be the supervisor’s impression of the CHW based on this interaction?
- How could this interaction influence the CHW’s employment and the relationship between the CHW and the supervisor?

Next, shift the focus of discussion to highlight strategies and skills for providing and receiving constructive feedback more successfully. Ask learners to draw upon their reading and to share suggestions for how they would handle a similar situation in a different way.

- How would you handle this situation differently?
- What could the supervisor have done differently to improve communication with the CHW?
- What could the CHW have done differently to respond to the issues raised by their supervisor?
- What can you do in a situation like this if you are triggered and become angry or frustrated?
- What are some additional key concepts for providing and receiving constructive feedback?
Providing and Receiving Constructive Feedback (continued)

6 Guidelines for Providing and Receiving Constructive Feedback

Build on the large group discussion, and review any additional guidelines for constructive feedback such as those addressed in Chapter 14. For example, you may choose to emphasize the following:

- Use client-centered skills to listen closely and respectfully to the feedback provided. Use skills like motivational interviewing to ask open-ended questions, to summarize, or to share reflective listening statements.
- Notice if you are feeling defensive.
- Don’t react in anger.
- Ask for a break if you need one. Walk away and gather your emotions and your intentions to maintain a positive relationship with everyone you work with.
- When receiving feedback from a supervisor, keep the power difference in mind, as well as how your conduct could affect your employment.
- When providing feedback, sandwich corrective feedback (things that could be changed or done differently) between supportive feedback (or acknowledgments of the other parties strengths and contributions).

7 Role Plays in Groups of Three

Assign learners to groups of three and ask them to decide who will play the roles of the CHW, the supervisor, and the observer. As always, the observer has a special responsibility to provide feedback to their peers.

Provide each group with one of the role play scenarios (included at the end of this activity) and sufficient time to review them. You may wish to distribute the same role play scenario to all small groups, because this simplifies the large group discussion to follow, or pass out different scenarios.

OPTION You could also ask learners to develop their own role play scenarios for this activity.

 Provide each small group with approximately 5 to 10 minutes for the role play. Circulate among small groups as they do the role play, providing further guidance as necessary, and noting examples of their work to share during the large group discussion to follow.
Providing and Receiving Constructive Feedback (continued)

8 Small Group Debrief
Provide small groups with approximately 10 minutes to talk about the role play. Encourage observers to begin the conversation by sharing their responses to the following questions (with the other learners to follow):

⦁ What happened in this role play?
⦁ What did the CHW do well in terms of receiving constructive feedback?
⦁ What could the CHW have done differently to improve the quality of their conversation with their supervisor?
⦁ What did the supervisor do well?
⦁ What else could the supervisor have done to improve the quality of their discussion with the CHW?

9 Large Group Discussion
Facilitate discussion among the large group by posing questions such as these:

⦁ What challenges did the CHW face in receiving constructive feedback?
⦁ What challenges did the supervisor face?
⦁ What could this CHW have said or done differently?
⦁ What could the supervisor have said or done differently?
⦁ What did you learn about how to receive critical feedback?
⦁ What did you learn about how to provide constructive feedback?

OPTION Ask for a volunteer to model how a CHW can provide constructive feedback to a supervisor. Note that due to the power imbalance between the two parties, this should be done with great respect and professionalism.

10 Reinforcement
This is an opportunity to synthesize and reinforce key information about providing and receiving constructive feedback, including information shared by learners and from Foundations and other sources. Possible messages to reinforce may include the following:

⦁ Keep the big picture in mind. Remember that you are likely to share a common purpose with the other party. For example, you are working together with colleagues to promote the health and well-being of specific vulnerable communities. Keeping this larger purpose in mind can sometimes bring perspective to less important or even petty disagreements or arguments.
Providing and Receiving Constructive Feedback *(continued)*

- **Try to reframe the way you view constructive feedback.** If you can, try to consider it as a gift or an opportunity to learn, to enhance your skills, and to improve the quality of your work relationships.
- **Don’t provide feedback out of anger or frustration.** Wait until you can bring your best self—a calmer self—to the conversation.
- **Try to have a true conversation about the topic.** Stay open to feedback from the other party, and offer feedback as well.
- **Stop to consider the perspective of the other party.** Watch out for assumptions. If you aren’t certain that you understand something, ask the other party to explain it to you.
- When providing constructive or corrective feedback, **be as specific as possible about what the other party might do differently, when, and how.**
- **Offer feedback in a timely fashion when it can be best remembered and applied.**
- After you receive feedback, **reflect on it as honestly as you can.** Consider how it may help you improve the quality of your work and relationships. If you need time, let the other person know you want to think about what they said, and set up another time to revisit the conversation.
- **Communicate in a respectful tone, using respectful words.** If you can’t do this, it probably isn’t a good time to be talking.
ROLE PLAY SCENARIO #1:

Last week, the supervisor's boss called them to ask, “Where is ________ (the CHW)? They missed the all-staff meeting and I never see them around in the office. Are you sure they are doing what they are supposed to be doing?”

The CHW has missed several team and program meetings because they were out of the office working with clients. **Although the supervisor** values the CHW’s skills, they are increasingly frustrated with the CHW’s attitude. In some ways, the CHW seems to behave as if they are above certain team expectations and seems to resent being asked to conform to the agency’s policies. The supervisor calls the CHW into the office to explain that this must change: they are expected to participate in all required meetings and to schedule their time, including appointments with clients, accordingly. The supervisor explains that they next time the CHW misses a team or agency meeting, they will be written up, and a disciplinary note will be placed in their personnel file.

The CHW is confused and hurt by what they perceive as negative feedback from the supervisor. It is true that the CHW doesn’t spend a lot of time in the office, and they have missed several meetings, but they were out in the community providing services to clients who are facing issues like homelessness, HIV, hepatitis C, and substance use. The CHW feels strongly that providing direct services to clients is the most important part of their job, more important than the staff meetings in which certain other team members go on and on. The CHW has trouble following rules, but goes above and beyond with clients, often working more hours each week than they are paid for because a client is in need.
Learner Handout 14.2 A: Role Play Scenarios  (continued)

ROLE PLAY SCENARIO #2:

The supervisor has received a complaint about the CHW. One of the clinic nurses reports that the CHW blew up when they were asked to follow clinic guidelines for documenting client services.

The supervisor values the skills and work ethic of the CHW. The CHW is highly skilled at working with clients, and has a unique gift for working well with clients others find challenging. In these situations, the CHW seems to be endlessly patient. However, this isn't the first time that the CHW has had difficulty getting along with a colleague. Last year, the CHW got into an argument with a social worker in front of a client. The supervisor hopes that the CHW will get the message this time: If the CHW doesn't improve their ability to communicate professionally with the rest of the team, they may lose their job.

The CHW is angry when they hear that the nurse went behind their back to report their argument to the CHW's supervisor. The CHW feels that this nurse treats CHWs like they are beneath her, and constantly tells them that they aren't doing things right. At the same time, the CHW acknowledges that they haven't always followed clinic protocols for documenting services. The clinic recently switched to use electronic medical records. Now, CHWs have to enter data on a computer or other electronic device, and the CHW has problems remembering the system for getting into the program, finding the right form, and entering the data.

The CHW gets along well with clients and community members and most of their colleagues, but they do sometimes say things out of anger that they later regret. At the same time, the CHW feels that the nurse is equally to blame for being so bossy and rude.
Activity 14.3

This activity engages learners in developing an up-to-date and professional resume. Learners will review key information about resumes and develop or update their own resume.

This is a two-part training activity to be facilitated on two different days. In between the training sessions, learners will write or update their professional resumes.

1 Introduction

Explain that this activity is an opportunity to develop a professional resume or to enhance the quality of an existing resume. Resumes summarize educational achievements, professional experience, and skills, and are essential documents for seeking employment and internship placements as a CHW.

2 Review

Take a few minutes to review key components for a professional resume based on information provided in Chapter 14 or other sources. You may start by posing a question such as one of the following to learners:

- How many of you have developed a resume before?
- What is the purpose of a resume? How might a resume be used?
- What are components of a professional resume?

These key components are also summarized on the resume check-list (included at the end of Part 2 of this activity). If you wish, you could pass out copies of the check-list as you review information about resumes.

3 Develop an Updated Resume

Next, ask learners to develop a professional resume. For some learners, this may be the first time that they have created a professional resume, whereas others will be updating an existing document.
Part 1, Developing a Professional Resume (continued)

Remind learners that the depth of information we present in our resumes develops over time. Each new educational achievement and volunteer or professional position may be added to create the next draft of their professional resume.

If you have access to a computer lab, learners will be able to work on their resumes on the computer. If not, pass out paper and ask learners to take approximately 10 to 15 minutes to develop a next draft (or first) version of their professional resume. They should use this time to outline key information they wish to include in their resumes including educational, volunteer, and employment histories and achievements.

For learners who have not had a paid job before, ask them to consider other life experiences that may demonstrate knowledge and skills that are relevant to an internship or job as a CHW. Have they volunteered—formally or informally—with a community-based organization or program? Did they belong to any student clubs in middle or high school? Have they completed any certificate trainings with local organizations?

Circulate among learners as they work, offering guidance and encouragement.

4 Large Group Discussion

This is an opportunity for learners to ask questions related to the challenge of developing or revising their resume. Encourage learners to share any outstanding questions or concerns they may have, since discussing them is likely to benefit the group as a whole.

5 Reinforcement and Next Steps

Remind learners when they are scheduled to bring a hard copy of their completed resume for the second part of this training activity.

Provide them with any outstanding reminders regarding key components for their resume that you wish to reinforce. Before the next session, ask learners to locate documents that confirm details of their employment, volunteer, and educational achievements, including the dates of employment or certificate completion. They should also list the names and current titles and contact information for two or three people who can provide a reference and recommendation. For learners who have not had a paid job before, ask them to consider former teachers or trainers or people in their community who may be able to offer a reference as to their character. Emphasize that family members and close friends are not appropriate references, because they can be seen as biased or have a personal stake in the person’s employment status.
Activity 14.3

Part 2, Developing and Critiquing a Professional Resume

Part 2 of this two-part activity engages learners in developing an up-to-date and professional resume. Learners will update their own resume and read and critique a resume written by a peer.

This activity should be facilitated after Part 1. Also, this activity can be linked to “Assessment 14.1: Developing a Professional Resume.”

1. Check In

Take a few minutes to check in on the learners’ experience and progress in developing their professional resume. Facilitate discussion by posing questions such as these:

- Did you each remember to bring a copy of your resume?
- How does it feel to be developing an updated resume?
- What challenges did you face in developing or updating your resume?

2. Peer Review of Resumes

Assign learners to work in pairs and to read and provide constructive feedback on each other’s resumes. Remind learners that constructive feedback should highlight what a person has done well, along with making specific suggestions for what they could improve or do differently.

Provide each learner with a copy of the resume check-list (included at the end of this activity), and briefly review it before the pairs begin their work.

OPTION If one or more learners did not bring a resume with them, assign them to work together to write down key elements for their resumes, such as their educational achievements and volunteer or employment experience.
Part 2, Developing and Critiquing a Professional Resume (continued)

Small Group Discussion
Ask each team of two to take turns using the check-list to provide constructive feedback about each other’s resume. The purpose is to support your colleague to improve the quality of their resume and their chances of securing a desired internship, volunteer opportunity, or job. It is also an opportunity to practice providing and receiving constructive feedback in a professional manner.

As learners provide feedback, ask them to consider the following criteria (write these down on a board or large piece of paper):

- Is the resume complete (or is it missing key elements)?
- Is the information provided easy to read and understand?
- Is the format easy to follow?
- Did you notice any problems with spelling or grammar?
- What strengths stand out in this resume?
- What suggestions do you have for how to improve the quality of the resume?

Large Group Discussion
Facilitate a discussion among learners by posing questions such as the following:

- What feedback did you receive from your peers that will help you to improve the quality of your resume?
- What did you like about your partner’s resume that you may wish to adapt in developing your own?
- What questions or concerns remain about developing a quality resume?

Reinforcement
This is an opportunity to synthesize and reinforce key information about professional resumes including information shared by learners, from Foundations, and from other sources. Possible messages to reinforce may include the following:

- Sometimes, we think information we include on our resumes or other professional documents is clear, but it is less clear or understandable to others.
- The best resumes are clearly and consistently laid out, easy to follow, and carefully edited to include only essential information and proper spelling and grammar.
- Software that checks for proper spelling and grammar (often included in word processing programs) is a great resource here.
- When you are beginning a new job search or applying to an educational program, ask a colleague or friend to review your resume. Listen politely to all of the feedback they
Part 2, Developing and Critiquing a Professional Resume (continued)

provide, especially if they find that any information presented in your resume is confusing or unclear. Incorporate their feedback as you wish to improve the next draft of your resume.

⦁ Don’t hesitate to reflect your true skills and accomplishments in your resume. This is not the time to be shy or overly humble: own your knowledge and expertise.

⦁ Never stretch the truth or misrepresent your experience or qualifications in a resume; doing so could jeopardize your career.

⦁ Continue to revise your resume over time, updating information as you complete new certificates or degrees or other professional accomplishments.

6 Next Steps

If you will be using “Assessment 14.1: Developing a Professional Resume,” address this now. Provide learners with the written assignment, or let them know when the assignment will be distributed and when the resumes will be due to you.
# Learner Handout 14.3 A: Resume Check-List

Use this checklist to provide constructive feedback on your colleague's resume, answering each section and making notes as desired. Remember that constructive feedback should highlight what a person has done well, along with making specific suggestions for what they could improve or do differently.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>YES</th>
<th>NO</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name.</strong> Print your full name clearly and prominently at the top of the document.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Contact Information.</strong> Provide your current home/mailing address, phone number, and e-mail. The e-mail address should not include any unprofessional language or nicknames.</td>
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</tr>
<tr>
<td><strong>Optional: Objective.</strong> Provide a briefly worded summary of your professional objective (the type of position you hope to attain and/or the organization you hope to work for).</td>
<td></td>
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</tr>
<tr>
<td><strong>Employment History.</strong> Provide an updated employment history that includes current or most recent employment. The information provided should include the name of the agency where you worked, your job title, key duties and accomplishments, and the location (city and state) and accurate dates of employment. If the position was part-time, this should be clearly stated.</td>
<td></td>
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<tr>
<td><strong>Volunteer History.</strong> Highlight any volunteer experience. Present this information clearly, including the full name of the organization and program you volunteered with, the location of the agency or program, your title and duties, and the dates of your service.</td>
<td></td>
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<tr>
<td><strong>Education.</strong> Include a complete list of key educational achievements from high school (or GED) on, including relevant certificate and degrees. Provide the name and location of the educational institutions, along with the type of degree or certificate completed, and the date of completion.</td>
<td></td>
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<tr>
<td><strong>Additional Certification.</strong> Clearly describe any professional or work-related certifications that you received from other institutions (such as certification as an HIV antibody test counselor, a phlebotomist, or as a suicide hotline volunteer). Include all key information including when and where you received your certification and the proper title or name of the certification.</td>
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</table>
## Learner Handout 14.3 A: Resume Check-List (continued)

<table>
<thead>
<tr>
<th>ITEM</th>
<th>YES</th>
<th>NO</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional References.</strong> Provide complete information about your references, including names, titles, organizations, and contact information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization, Format, and Spelling.</strong> Check for readability of the resume: make sure the layout of the page(s) makes sense and that the spelling and grammar are accurate.</td>
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Job Interviews

This activity provides learners with the opportunity to practice interviewing for a job or an internship placement. Learners will take turns practicing how to interview and playing the role of an employer seeking to hire a CHW. Learners will also practice providing and receiving constructive feedback to and from their peers.

1 Introduction

Explain that this activity provides an opportunity to practice interviewing for a job as a CHW. Learners will work in small teams of three, taking turns playing the role of the employers who are conducting the interview and the prospective candidate who is interviewing for the job. Learners will provide peer feedback about interviewing skills, using a +/Δ (plus/delta) model (what the learner did well and what they could have done better or differently).

2 Review

Review key components for a professional interview. Start by asking learners to reflect upon prior experiences by posing a few questions such as these:

- Have you participated in a formal job or volunteer interview?
  Raise your hand if you have been part of an interview panel (interviewing candidates for a job or volunteer position).

- What was most challenging about the interview process?
  Do you ever have a difficult time talking about or promoting your own skills and accomplishments? If so, why (what gets in the way)?

- What did you learn from the interview process that you hope to build upon in the future?
Next, review key messages about interviewing based on the reading from *Foundations* or other sources. If you use the information from *Foundations*, you may pose questions such as the following:

- How do you want to prepare for the interview?
  If possible, spend some time reviewing the web site of the organization you are interviewing with, paying special attention to their mission statement and the projects they work on. Review the job description or announcement and think about what skills and knowledge you want to highlight in the interview.

- How do you want to dress for an interview?
  Professionally. Dress for an interview is typically more formal than the clothes you might wear on the job.

- What time do you want to arrive?
  Early!

- What do you want to bring with you?
  A copy of your resume and three current professional references including names, titles, and contact information (phone number and e-mail addresses). For some positions, you may also want to bring a sample of your work, such as a brochure, flyer, or fact sheet you developed.

- How do you want to introduce yourself?
  Introduce yourself by sharing your name and a warm smile. Make eye contact with each interviewer and, as appropriate, shake their hand.

- How do you want to represent yourself?
  Be prepared to confidently and accurately explain the knowledge, experience, and skills that make you qualified to succeed on the job as a CHW. Convey your interest for the CHW and/or public health fields and for the opportunity at hand.

- How do you want to answer interview questions?
  Directly. Answer the question that was asked. Don’t go off on a tangent or discuss other topics. Answer the question concisely. Don’t take too much time or try to share everything that you know about a topic. If possible, provide a specific example of your experience and skills.

Set up a quick demonstration of how to introduce oneself during an interview. Ask for two volunteers to play the role of interviewers. Demonstrate how to introduce yourself and shake hands with the interviewers, making eye contact and expressing your pleasure in meeting them. Invite learners to share their own tips about how to introduce oneself in a professional context and how to create a positive first impression.
Job Interviews (continued)

3 Setting Up the Interview Practice

It will take some time to explain and set up the peer-based interview activity. Explain that learners will work in small groups of three, taking turns 1) playing the role of employers who are conducting a job interview to hire a CHW, and 2) practicing interviewing for the CHW position.

For the purposes of this activity, ask all learners to assume that the agency is a well-respected community-based organization with a long history of providing quality services to low-income clients and their families. Assume that this agency exists in the learners’ community (in other words, each learner is familiar with the geographic area served by the agency, the community served, and the key health issues and challenges affecting the community). The agency already has a team of eight CHWs and is looking to hire one more to help them address key health and social issues.

Distribute the interview guidelines (provided at the end of this activity) and review them with learners, clarifying any questions or concerns along the way. Explain that each group of three should find a relatively quiet place to conduct their mock interviews, and that they should proceed as follows:

- Two learners will play the employers and take turns asking the candidate who is interviewing for the CHW position five questions. During the interview, they will use the assessment rubric to make notes about how well the CHW candidate answers the interview questions.
- The learner who is interviewing for the position will have just 10 minutes to answer the five interview questions.
- When 10 minutes have passed, the interview will end regardless of whether or not the candidate has answered all five questions. In other words, when interviewing, do your best to manage the time!
- After each interview is completed, the interviewers will take 5 minutes to provide constructive feedback to the candidate interviewing for the CHW position. Remember that constructive feedback highlights what the candidate did well during the interview and offers suggestions for how to improve performance in the future.
- This process will be repeated two times (with different interview questions), until each learner has had a chance to practice interviewing for the CHW position and has received constructive feedback from their peers.

4 Interview Practice in Teams of Three

Assign learners to groups of three. Distribute three different versions of the interview questions and six copies of the assessment rubric to each group. Ask each group to find
a relatively quiet place to conduct their interviews (in the training room or in adjacent available spaces). Provide each group with 50 minutes to conduct their interviews.

Remind small groups that each candidate will have only 10 minutes for their interview, whether or not they are done answering all five questions. Each group will have just 5 minutes to provide constructive feedback to the candidate once the interview is done. Circulate among groups as they conduct the interviews, and, if you wish, use a timer or a bell to indicate when time is up for the first interview, and direct small groups to begin providing feedback.

This activity will not run precisely: some teams will finish before others. Be patient and turn your attention to any team(s) that may be taking too much time for the interviews, providing guidance as necessary.

5 Large Group Discussion

When each group has completed the interviews and provided feedback, ask them to return to the main training space to meet as a large group. Facilitate a discussion by posing questions such as these:

- Overall, how did the interviews go?
- What did you learn about time management?
- What was it like to take on the role of employer or interviewer?
- Which questions, if any, were particularly difficult or challenging to answer?
- What did you learn from each other that you hope to put into practice in the future?

6 Reinforcement

This is an opportunity to synthesize and reinforce key information about interviewing for an internship or job, including information shared by learners, from Foundations, and from other sources. Possible messages to reinforce may include the following:

- **Interviewing can be very stressful.** Practice stress management before, during, and after. For example, take a few moments to do a deep breathing exercise before your interview. If you find yourself getting nervous during the interview, stop to take a deep breath. Remember to speak slowly and clearly.

- **Reflect and clarify why you want to be a CHW.** What excites you about this type of work? What meaning does it have for you?

- **Believe in yourself and your future.** Reflect on your own strengths. What experiences and personal qualities will you bring to this job? What knowledge and skills do you have to offer?
Job Interviews (continued)

- Practice interviewing. Then practice some more! You can practice with a colleague, a friend, or even on your own. Practice answering the types of questions that employers may ask (refer to Chapter 14 for some examples).

- Respect the interviewers’ time. Ask how much time they have for the interview, and don’t go over this time. Answer their questions directly, but concisely, sharing just the most important information. There will not be time for you to share everything that you know and everything that you have done.

- You hear it all the time: “Just be yourself.” Use your own voice and language to answer the employer’s questions. Let your personality come through—including your values, passion, and sense of humor.

- Demonstrate your CHW skills! Show that you know how to listen. Demonstrate unconditional positive regard and interpersonal warmth. Convey your interest in the interviewers and the work that their agency does.

- Come prepared. If possible, do some research in advance about the agency (check out the agency website if they have one). Understand the populations they serve and the range of services that they provide.

- Reflect and determine what key knowledge, skills, and experience qualify you for this professional opportunity. If possible, come prepared to share brief and specific examples of past accomplishments that may be relevant to the position.

- Try not to brag, exaggerate, or undercut or minimize your skills. Describe them confidently and accurately in a direct yet brief manner.

- Come prepared to answer questions such as these: Why do you want this job? Why are you qualified for this position? Why are you the best candidate for the job? Make your case for why you should have the job without boasting or exaggerating.

- Come with a question to ask the interviewers. The best questions demonstrate that you have done your homework and are familiar with their agency or program and the services that it provides. For example, ask about a particular aspect of their work or the communities and issues that they address.

- After each interview, reflect on what you did well, and what you want to do differently next time.
Please follow these steps to practice conducting interviews for a CHW position in small groups:

1. Two learners will play the employers and take turns asking five questions to the candidate who is interviewing for the CHW position. During the interview, they will use an assessment rubric to make notes about how well the CHW candidate answers the interview questions.

2. The learner who is interviewing for the position will have just 10 minutes to answer the five interview questions.

3. When 10 minutes have passed, the interview will end regardless of whether or not the candidate has answered all five questions. In other words, when you are interviewing, do your best to manage the time!

4. After each interview is completed, the interviewers will take 5 minutes to provide constructive feedback to the candidate interviewing for the CHW position. Remember that constructive feedback highlights what the candidate did well during the interview and offers suggestions for how to improve their performance in the future.

5. This process will be repeated two more times (with different interview questions!), until each learner has had a chance to practice interviewing for the CHW position and has been provided with constructive feedback from their peers.
Each learner will have just 10 minutes to answer five questions. Please use a different group of five questions for each interview and learner.

Sample Questions—A:
1. Why are you interested in this position?
2. What may be some of the root causes of poor health in the community?
3. The community we serve is very diverse. We work with people from many different ethnic and cultural groups. What have you learned about working with people who come from a different ethnic, cultural, or religious backgrounds than your own?
4. You may be asked to provide a 15-minute presentation to a community group about a specific health topic such as diabetes or depression. How would you prepare for this presentation and what would your approach be as a presenter?
5. Is there anything else that you would like us to know about you?

Sample Questions—B:
1. What personal qualities and values will you bring to this position as a CHW?
2. We understand that your training program features a “client-centered approach” to working as a CHW. Can you tell us about one or two of the key concepts of this client-centered approach?
3. Please tell us about a time when you faced a conflict with a coworker or classmate and how you handled this situation.
4. We work with clients with diverse gender identities and sexual orientations. What have you learned about working with people who have a different gender identity or sexual orientation than your own?
5. Do you have any questions you would like to ask us about the position or our agency?
Job Interviews (continued)

Sample Questions—C:
1. What has prepared you for this position as a CHW?
2. We apply a harm reduction approach to our work with community. Can you tell us what you understand about harm reduction and how you might use it in your work with clients?
3. Some of the clients that we work with are facing very difficult situations and don’t have many resources. They may ask you to do something to help them that our agency doesn’t allow. How would you handle this situation? What would you say to the client?
4. Why are you interested in changing jobs now?
5. Where do you hope to be in your career in five years? What do you hope to achieve?

Sample Questions—D:
1. Please describe your key professional qualifications for this position.
2. The job of a CHW can be stressful. How do you manage stress, and how would you share these skills in our work place?
3. Because you would be working in your own community, you are likely to know many of the clients that you will be serving as a CHW. Please explain how you would approach this challenge, and what you would do to maintain confidentiality.
4. Why did you leave your last position?
5. Why are you the best candidate for this position?
Learner Handout 14.4 C: Job Interview Assessment Rubric

**JOB INTERVIEW ASSESSMENT RUBRIC**

Use this rubric during the interview to make notes about how well your colleague answers the questions. Use a separate rubric for each colleague. After each interview is completed, provide constructive feedback using your notes as a guide. Remember that constructive feedback highlights what the candidate did well during the interview and offers suggestions for how to improve performance in the future.

<table>
<thead>
<tr>
<th>QUESTION/TOPIC</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question #1</td>
<td>The candidate introduced themselves professionally and established eye contact with both interviewers.</td>
</tr>
<tr>
<td>Question #2</td>
<td>The candidate used the time available effectively.</td>
</tr>
<tr>
<td>Question #3</td>
<td>The candidate did not introduce themselves professionally or establish eye contact with both interviewers.</td>
</tr>
<tr>
<td>Question #4</td>
<td>The candidate did not answer the question posed or their answer was vague or unclear.</td>
</tr>
<tr>
<td>Question #5</td>
<td>The candidate did not demonstrate relevant knowledge or skills.</td>
</tr>
<tr>
<td>Other</td>
<td>The candidate answered the question, providing specific information conveyed in a clear manner.</td>
</tr>
</tbody>
</table>

**DELTA (Δ) Areas for Improvement**

- The candidate did not answer the question posed or their answer was vague or unclear. The candidate did not demonstrate relevant knowledge or skills.

**PLUS (+) What was done well**

- The candidate introduced themselves professionally and established eye contact with both interviewers.
- The candidate used the time available effectively.
- The candidate answered the question, providing specific information conveyed in a clear manner.
- The candidate demonstrated relevant knowledge and skills.

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Training with Videos from Chapter 14 of *Foundations*

In addition to the videos that accompany the activities in this guide, we have developed a video for Chapter 14 of *Foundations*. We encourage you to use the textbook video as a training resource. This video highlights key concepts related to constructive feedback, and you may use it to facilitate discussion about this concept among learners.

All of the videos can be found on the *Foundations* YouTube channel (www.youtube.com/channel/UCKSB1-LQsSfsRp24Q9W2Jlw) and are described in the video directory included in the appendix of *Foundations*.

There is one video interview with CCSF faculty in Chapter 14 of *Foundations* on the topic of

- Providing and receiving constructive feedback

You can use the video interview to facilitate discussion by posing questions such as these:

- What were the central messages conveyed in this interview?
- How might these concepts be helpful to your work as a CHW?
- What additional information do you want to highlight about this topic?
We have included assessments that cover important skills for this chapter. There is not an assessment for every activity or for every learning outcome in this chapter. We encourage you to adapt this or add any other assessments from your own resources.

**ASSESSMENT 14.1:** Developing a Professional Resume 728

- This assignment asks learners to prepare a professional resume. It can be combined with “Activity 14.3 A: Developing a Professional Resume.”

**ASSESSMENT 14.2:** Reflective Writing on Professional Skills 731

- This assignment asks learners to write a brief paper related to the topic of professional skills, including code switching, providing and receiving constructive feedback, and interview skills and preparation.
Assessment 14.1  Developing a Professional Resume

Your name: __________________________________________________________
Date: ______________________________________________________________

Your assignment is to submit an updated resume designed to help you secure a job or internship placement as a CHW. It is worth ________ points and is due on __________.

Your resume should be typed and include key elements identified during your training; these include your full name, current address, phone number, and e-mail address at the top of the page.

Your resume should clearly list all relevant employment and volunteer positions including the names of the agencies, their location (city and state), the date range you worked or volunteered for them, your job or volunteer title, and a clear summary of your key tasks and duties. Your resume should also highlight key educational and training achievements including any certificates or degrees you have been awarded and the institutions where you completed your training, their address, and the date when any degrees or certificates were awarded.

Please keep in mind that formatting (including clear headers and consistent margins), grammar, and spelling do count for this assignment.

RUBRIC FOR ASSESSING PROFESSIONAL RESUMES

Acceptable performance may vary from trainer to trainer. We are including our version of a grading rubric, but feel free to adjust this to fit your unique situation.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CRITERIA</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EMERGING 0–4 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SATISFACTORY 5–7 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PROFICIENT 8–10 points</td>
<td></td>
</tr>
<tr>
<td>1. Name, address, phone number, and e-mail</td>
<td>Difficult to locate, unclear, or includes unprofessional language.</td>
<td>_____/10 points</td>
</tr>
<tr>
<td></td>
<td>Incomplete, only partial information is provided.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly and prominently presented.</td>
<td></td>
</tr>
<tr>
<td>2. Objective (if required)</td>
<td>Unclear or unrelated to the position/job.</td>
<td>_____/5 points</td>
</tr>
<tr>
<td></td>
<td>Somewhat vague or unresponsive to the desired position.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clearly stated and relevant to the CHW position.</td>
<td></td>
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</tbody>
</table>
Developing a Professional Resume (continued)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CRITERIA</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Formatting, spelling, and grammar</td>
<td>Emerging 0–4 points: More than one spelling and/or grammatical error; inconsistent, unclear, or distracting formatting.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Satisfactory 5–7 points: At least one spelling or grammatical error and/or failure to provide a clear, consistent, and professionally formatted resume.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proficient 8–10 points: No spelling or grammatical errors. A clear, consistent, and professional format.</td>
<td>___/20</td>
</tr>
<tr>
<td>4. Employment history</td>
<td>Key information is missing or difficult to understand.</td>
<td>___/25</td>
</tr>
<tr>
<td></td>
<td>Key information is incomplete.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key information is clearly presented, including the name and location of the employer, the dates of employment, the job title, and key duties performed. Key professional accomplishments are highlighted.</td>
<td></td>
</tr>
<tr>
<td>5. Education</td>
<td>Key information is missing or difficult to understand.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some key information is missing (such as the dates of completion or the title of the degree or certificate).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A complete list of key educational achievements is presented, including relevant certificates and degrees. The name and location of the educational institutions are clearly noted, along with the type of degree or certificate completed, and the date of completion.</td>
<td>___/15</td>
</tr>
<tr>
<td>6. Training and certificates</td>
<td>Key information is missing or difficult to understand.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some key information is missing, such as the dates of completion or the title of the training certificate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Same criteria as above, pertaining to community-based trainings and certificates.</td>
<td>___/15</td>
</tr>
</tbody>
</table>
Job Interviews (continued)

<table>
<thead>
<tr>
<th>CATEGORY</th>
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<th>POINTS</th>
</tr>
</thead>
</table>
| 7. References | EMERGING  
0–4 points | No references are provided. |
|  | SATISFACTORY  
5–7 points | Incomplete or unclear references provided. |
|  | PROFICIENT  
8–10 points | Professional or personal references are clearly presented including names, titles, and contact information. The context in which the candidate knows the reference is briefly but clearly explained. |

| Total points | ___/10 |

If grading, total up the number of points earned and divide it by the total possible points (such as ___/120 points).

Use a standard policy to assign grades such as the following: A = 108–120 points; B = 96–107 points; C = 84–95 points; D = 72–83 points; F = below 72 points.
Reflective Writing on Professional Skills

Your assignment is to write a brief paper (no more than two single-spaced pages) related to the topic of professional skills, drawing upon key concepts from your CHW training, including concepts addressed in Foundations and in other resources.

This reflective writing assignment is due __________ and is worth __________ points.
Clearly type or print your full name at the top of the assignment.

Your paper should address each of the following three topics:

1. Code switching

   Please write about your own experiences and beliefs related to the topic of code switching. Please address at least two of the following questions in your paper:
   ◦ What challenges have you faced related to code switching and how have you managed them?
   ◦ What have you learned so far that helps you to be successful in code switching?
   ◦ What advice would you have for a new CHW about the significance of code switching and guidelines they should keep in mind as they advance in their career?

2. Providing and receiving constructive feedback

   Please write about your experiences, values, and skills for receiving and providing constructive feedback in educational or employment settings. Please respond to at least two of the following questions in your response:
   ◦ What challenges do you face when receiving constructive feedback? What gets in the way of your ability to receive feedback in a calm and professional manner? What can you do to better manage those moments, especially if the feedback triggers anger or frustration?
   ◦ What is your approach to receiving constructive feedback? Describe what you try to keep in mind and how you want to respond to feedback.
   ◦ What is your approach to providing constructive feedback to a peer? Describe your key goals when you provide constructive feedback (what are you hoping to achieve)?

3. Interviewing skills and preparation

   Please write about your experience, skills, and approach for interviewing for professional opportunities, responding to at least two of the following topics in your response:
   ◦ Describe a mistake have you made in past interviews (or classroom or training activities) and what you can do differently to avoid repeating the same mistake in the future.
Reflective Writing on Professional Skills *(continued)*

- Explain how you sometimes undermine or get in the way of effectively promoting your own professional success.
- Identify two professional skills and two personal or professional accomplishments that you would highlight during an interview. Clearly explain what these skills and accomplishments are and why they may be relevant to working as a CHW.

Please keep the grading or assessment rubric in mind as you write. For example, we are looking for you to respond directly and clearly to the questions asked, to demonstrate the ability to reflect on your own life experiences, and to link your reflection to key concepts and skills from the CHW training program.

**RUBRIC FOR ASSESSING OR GRADING REFLECTIVE WRITING ASSIGNMENTS**

These assignments ask learners to reflect on their own life experiences and identities as they write about a specific public health topic or CHW competency area. We grade these assignments based on five different performance categories and possible scores ranging from 0 to 20 points each. At CCSF, a passing grade is generally 70% of possible points.

Acceptable performance may vary from trainer to trainer. We are including our version of a grading rubric, but feel free to adjust this to fit your unique situation.

<table>
<thead>
<tr>
<th>CATEGORY</th>
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<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Responsiveness to assignment</td>
<td><strong>EMERGING</strong> Less than 70%</td>
<td>Paper does not respond to the questions and topics posed in the assignment.</td>
</tr>
<tr>
<td></td>
<td><strong>SATISFACTORY</strong> 70–89%</td>
<td>Paper is partially responsive to the assignment.</td>
</tr>
<tr>
<td></td>
<td><strong>PROFICIENT</strong> 90–100%</td>
<td>Paper clearly addresses the main questions and topics presented in the assignment.</td>
</tr>
<tr>
<td>2. Connections to key CHW and public health concepts and skills (such as client-centered practice)</td>
<td></td>
<td>Paper provides clear and relevant connections to key training concepts and skills.</td>
</tr>
</tbody>
</table>

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Reflective Writing on Professional Skills  
(continued)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EMERGING</td>
<td>Satisfactory</td>
</tr>
<tr>
<td></td>
<td>Less than 70%</td>
<td>70–89%</td>
</tr>
<tr>
<td>3. Clarity</td>
<td>Paper is poorly organized and the ideas presented are difficult to follow or understand.</td>
<td>Greater clarity of organization or writing would strengthen this assignment to the level of proficiency.</td>
</tr>
<tr>
<td>4. Use of evidence to support analysis and the ideas presented</td>
<td>Paper does not present any evidence to support arguments or ideas. Fails to properly cite the ideas of others.</td>
<td>Paper shows an incomplete or unclear connection between evidence and the writer's point of view, ideas, or arguments.</td>
</tr>
<tr>
<td>5. Self-reflection</td>
<td>Paper fails to reflect upon learner's own life experiences, study, or CHW practice.</td>
<td>Paper shows limited self-reflection or application of insights to the work of CHWs.</td>
</tr>
<tr>
<td>6. Originality</td>
<td>Paper closely repeats ideas from class or training, textbook, or assigned readings.</td>
<td>Paper reframes ideas or analysis from class or training.</td>
</tr>
<tr>
<td>Total points</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grading guidelines for reflective writing assignments are as follows: Passing = 70 points or above.

Letter grades are as follows: A = 90–100 points; B = 80–89 points; C = 70–79 points; D = 60–69 points; F = below 60 points.
PART 4
APPLYING CORE COMPETENCIES TO KEY HEALTH ISSUES