



National Guidelines for Apprenticeship Standards  
**Community Health Worker**



District 1199C Training & Upgrading Fund  
One South Broad Street, 6th Floor, Philadelphia, PA 19107  
Tel: 215-568-2220  
[www.1199ctraining.org](http://www.1199ctraining.org)

©1199C Training and Upgrading Fund 2024. All rights reserved.

# Community Health Worker

## Job Description:

Promote health within a community by assisting individuals to adopt healthy behaviors. Serve as an advocate for the health needs of individuals by assisting community residents in effectively communicating with healthcare providers or social service agencies. Act as liaison or advocate and implement programs that promote, maintain, and improve individual and overall community health. May deliver health-related preventive services such as blood pressure, glaucoma, and hearing screenings. May collect data to help identify community health needs.

## Appendix A-1: Work Process Schedule

O\*NET-SOC CODE: 21-1091.00      RAPIDS CODE: 2002HY

| 1. Adjust positions of patients on beds or tables.   | Approximate Hours |
|--|-------------------|
| A. Prepare and distribute health education materials, such as reports, bulletins, and visual aids, to address smoking, vaccines, and other public health concerns. | 100 - 125         |
| B. Develop and maintain health education libraries to provide resources for staff and community agencies.  | 100 - 125         |
| <b>Total Hours</b>   | <b>200 - 250</b>  |

| 2. Develop working relationships with others to facilitate program activities.  | Approximate Hours |
|---|-------------------|
| A. Develop and maintain cooperative working relationships with agencies and organizations interested in public health care. | 100 - 125         |
| <b>Total Hours</b>  | <b>100 - 125</b>  |

| 3. Maintain social services program records.   | Approximate Hours |
|--|-------------------|
| A. Maintain databases, mailing lists, telephone networks, and other information to facilitate the functioning of health education programs.  | 100 - 125         |
| B. Document activities and record information, such as the numbers of applications completed, presentations conducted, and persons assisted. | 100 - 125         |
| <b>Total Hours</b>   | <b>200 - 250</b>  |

| 4. Plan programs to address community health issues.  | Approximate Hours |
|---|-------------------|
| A. Develop and present health education and promotion programs, such as training workshops, conferences, and school or community presentations. | 150 - 200         |
| B. Develop educational materials and programs for community agencies, local government, and state government.                                   | 150 - 170         |
| <b>Total Hours</b>  | <b>300 - 375</b>  |

| <b>5. Present social services program information to the public.</b>   | <b>Approximate Hours</b> |
|--|--------------------------|
| A. Develop and present health education and promotion programs, such as training workshops, conferences, and school or community presentations.                | 100 - 125                |
| B. Provide program information to the public by preparing and presenting press releases, conducting media campaigns, or maintaining program-related Web sites. | 100 - 125                |
| <b>Total Hours</b>   | <b>200 - 250</b>         |

| <b>6. Develop tools to diagnose or assess needs.</b>   | <b>Approximate Hours</b> |
|--|--------------------------|
| A. Develop, conduct, or coordinate health needs assessments and other public health surveys.                                 | 100 - 125                |
| B. Design and conduct evaluations and diagnostic studies to assess the quality and performance of health education programs. | 100 - 125                |
| <b>Total Hours</b>   | <b>200 - 250</b>         |

| <b>7. Assess individual or community needs for educational or social services.</b>   | <b>Approximate Hours</b> |
|--|--------------------------|
| A. Collaborate with health specialists and civic groups to determine community health needs and the availability of services and to develop goals for meeting needs. | 100 - 125                |
| <b>Total Hours</b>   | <b>100 - 125</b>         |

| <b>8. Collect information about community health needs.</b>                                  | <b>Approximate Hours</b> |
|--|--------------------------|
| A. Develop, conduct, or coordinate health needs assessments and other public health surveys. | 100 - 125                |
| <b>Total Hours</b>   | <b>100 - 125</b>         |

| <b>9. Supervise workers providing client or patient services.</b>                                     | <b>Approximate Hours</b> |
|---|--------------------------|
| A. Supervise professional and technical staff in implementing health programs, objectives, and goals. | 100 - 125                |
| <b>Total Hours</b>  | <b>100 - 125</b>         |

| <b>10. Develop educational policies.</b>   | <b>Approximate Hours</b> |
|--|--------------------------|
| A. Develop operational plans and policies necessary to achieve health education objectives and services. | 100 - 125                |
| <b>Total Hours</b>   | <b>100 - 125</b>         |

|   |                          |
|---|--------------------------|
| <b>11. Evaluate the effectiveness of counseling or educational programs.</b>  | <b>Approximate Hours</b> |
| A. Design and conduct evaluations and diagnostic studies to assess the quality and performance of health education programs.                            | 100 - 125                |
| <b>Total Hours</b>  | <b>100 - 125</b>         |
| <b>12. Advise others on social or educational issues.</b>   | <b>Approximate Hours</b> |
| A. Provide guidance to agencies and organizations on assessment of health education needs and on development and delivery of health education programs. | 100 - 125                |
| <b>Total Hours</b>  | <b>100 - 125</b>         |
| <b>13. Develop educational programs.</b>  | <b>Approximate Hours</b> |
| A. Design and administer training programs for new employees and continuing education for existing employees.   | 100 - 125                |
| <b>Total Hours</b>  | <b>100 - 125</b>         |
| <b>14. Train staff members in social services skills.</b>   | <b>Approximate Hours</b> |
| A. Design and administer training programs for new employees and continuing education for existing employees.   | 100 - 125                |
| <b>Total Hours</b>  | <b>100 - 125</b>         |
| <b>Grand Total Hours</b>  | <b>2,000 - 4,000</b>     |

## Appendix A-2: Related Technical Instruction

O\*NET–SOC CODE: 21–1091.00 RAPIDS CODE: 2002HY

| Class Number | Class Name  | Credits | Hours |
|--------------|---|---------|-------|
| ALHT160      | <p><b>COMMUNITY HEALTH WORKER</b><br/>Provides the instruments to explore and evaluate personal values, motives, feelings, needs, attitudes, interests and personality traits especially as they pertain to awareness which will help a Human Services worker; and explores personal and societal prejudices, stereotyping behaviors, and biases.</p> <p><b>COURSE OBJECTIVES:</b><br/>Upon completion of this course, the apprentice will be able to:</p> <ul style="list-style-type: none"> <li>• Provide a complex definition of Community Health Worker</li> <li>• Describe the roles and responsibilities of a Community Health Worker</li> <li>• Identify professional boundaries of a Community Health Worker</li> </ul> | 3       | 45    |

| Class Number | Class Name   | Credits   | Hours      |
|--------------|--|-----------|------------|
| PSYC100      | <p><b>INTRODUCTION TO PSYCHOLOGY</b></p> <p>A survey of the field of psychology that provides an overview of the scientific principles and theories in psychology. Topics include: biological psychology, abnormal behavior, motivation, emotion, sexuality and gender, and personality theory.</p> <p><b>COURSE OBJECTIVES:</b></p> <p>Upon completion of this course, the apprentice will be able to:</p> <ul style="list-style-type: none"> <li>• Identify basic concepts and research findings, and give examples of psychology's integrative themes.</li> <li>• Draw appropriate, logical, and objective conclusions about behavior and mental processes from empirical evidence.</li> <li>• Evaluate misconceptions or erroneous behavioral claims based on evidence from psychological science.</li> <li>• Describe ethical principles that guide psychologists in research and therapy</li> </ul>  | 3         | 45         |
| ALHT161      | <p><b>HELPING SKILLS IN HUMAN SERVICE</b></p> <p>Designed to help develop individual and group interaction skills based on historical and contemporary models applicable in the field of Human Services work. Utilizing audio and video taping; role play; and active classroom participation in exercises designed to demonstrate competence in appropriate listening skills, problem solving, and decision making strategies.</p> <p><b>COURSE OBJECTIVES:</b></p> <p>Upon completion of this course, the apprentice will be able to:</p> <ul style="list-style-type: none"> <li>• Summarize and explain some of the generic issues in Human Services.</li> <li>• Examine the relationship between his/her own values and behavior and how this relationship impacts the helping process.</li> <li>• Implement a repertoire of helping skills both within the context of the class and at the OJL site.</li> <li>• Test and evaluate his/her own effectiveness in working with professionals and clients.</li> <li>• Examine and compare available community resources.</li> <li>• Demonstrate his/her ability to handle confidential materials in a professional manner.</li> </ul>   | 3         | 45         |
| ALHT162      | <p><b>LIFE CHANGES AND CRISIS</b></p> <p>Examines key life events leading to increased insight, change, adaptation, growth, stress and/or crisis in the life of an individual. Concentration on interpersonal relationships, social cohesion and conflict. Coping behaviors, models and counseling approaches to stress and crisis intervention will be studied and practiced in class situations.</p> <p><b>COURSE OBJECTIVES:</b></p> <p>Upon completion of this course, the apprentice will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key data points of racial and ethnic health disparities that impact the care that patients receive</li> <li>• Describe how the social determinants of health impact the overall health status of under-served communities</li> <li>• Explain the relevance of health disparities and social determinants for patient navigation through case studies</li> <li>• Describe the difference between the need for crisis counseling and typical counseling.</li> <li>• Define the basic characteristics of crisis intervention theory</li> <li>• Delineate the steps to assess and work with clients with suicidal or homicidal ideation</li> <li>• Develop skills and abilities to work within and enhance crisis teams</li> <li>• Recognize and intervene in family crises</li> <li>• Describe the macro and micro needs of populations dealing with major disaster</li> </ul> | 3         | 45         |
|              | <b>TOTAL</b>   | <b>12</b> | <b>180</b> |



**District 1199C Training & Upgrading Fund**

One South Broad Street, 6th Floor, Philadelphia, PA 19107

Tel: 215-568-2220

[www.1199ctraining.org](http://www.1199ctraining.org)



This project has been funded, either wholly or in part, with Federal funds from the Department of Labor, Employment & Training Administration under Contract number, 1605C2-22-C-0007, the contents of this publication do not necessarily reflect the views or policies of the Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement of same by the U.S. Government.