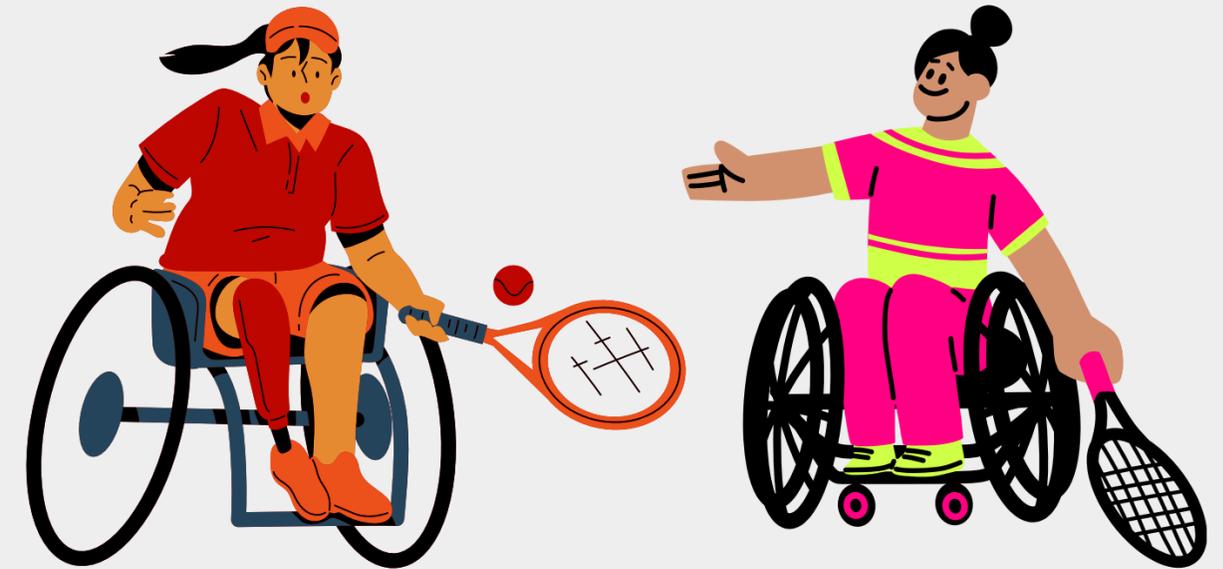


Guía Training: Day 0

PREPARED BY: AOLANI WHEELER, SARAH SIBOUYEH, EMMA FLORES



If you use or reference any ideas, materials, or information from this guide, please provide proper citation to acknowledge our work:

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**If you have any questions
during this presentation,
please let us know!**

What Will We Talk About?

- Project Overview
- CHW vs. Guía
- Meet the team
- Project goals
- Basic responsibilities
- Why you?
- Time commitment
- Compensation
- Documentation



What is the AACHW Project?

Background:

- Numerous studies show that sport participations provides various health and social benefits for individuals with disabilities (Martin, 2013).
- We also know how effective community health workers are in serving marginalized populations (Brown et al., 2020; Vallieres et al., 2018) .
- No studies have focused on the subpopulation of Latinx with mobility impairments (LwMIs).



Purpose:

The Adaptive Athletics Community Health Worker Model Program aims to develop and validate a model that combines **S**port participation, an **E**xtended CHW system, and structured **M**entorship (SEM).

Figure 1. The Conceptual Model of SEM



What is a CHW?

According to the American Public Health Association, a Community Health Worker is “a frontline public health worker who is a trusted member of and/or has an unusually close understanding of the community served. This trusting relationship enables the worker to serve as a liaison/link/intermediary between health/social services and the community to facilitate access to services and improve the quality and cultural competence of service delivery.

A community health worker also builds individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support and advocacy” (Community Health Workers, n.d.).



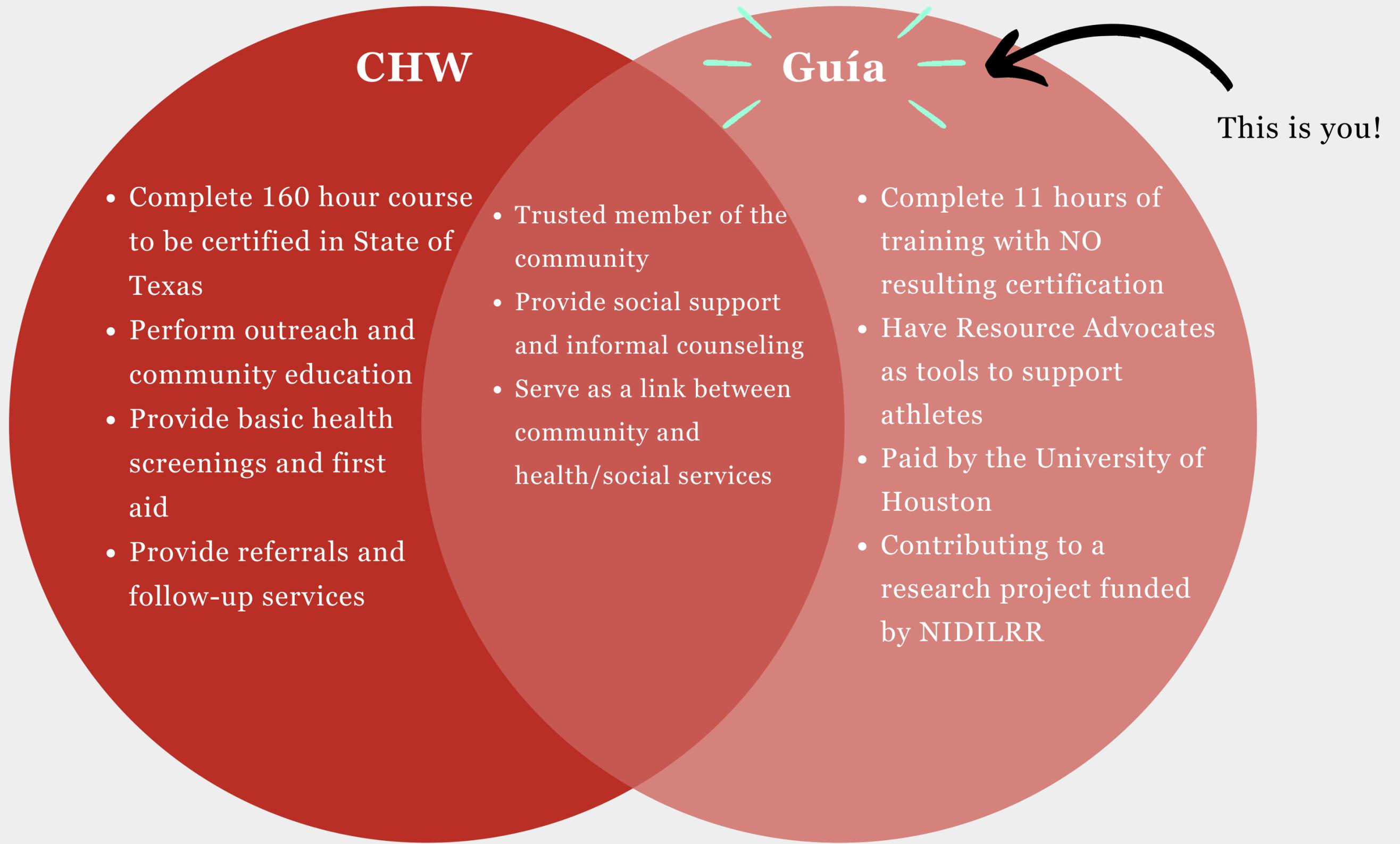
What is a Guía?

Guía translates to “guide” in English. A Guía in this project is an **experienced athlete** in the disability sport community. Each Guía will act as a “guide” or **mentor** to 5-6 athletes over the course of one year. Guías are responsible for providing **social support** (emotional, informational, and instrumental) to their athletes. They will help each athlete create short/long term goals, identify physical and emotional needs. With the help of Resource Advocates, each Guía will **serve as a link** between the athletes and health/social services.



What's the
difference between
a CHW and a
Guía?
Which one am I?





Meet your team

Guías:

- Jose Arriga, Wheelchair Tennis Athlete
- Danny Quitana, Wheelchair Tennis Athlete
- Victor Ventura, Wheelchair Basketball Athlete
- Carmen Lopez, Wheelchair Tennis Athlete
- Gloria Suarez, Owner of non profit Bee-Abled

Resource Advocates:

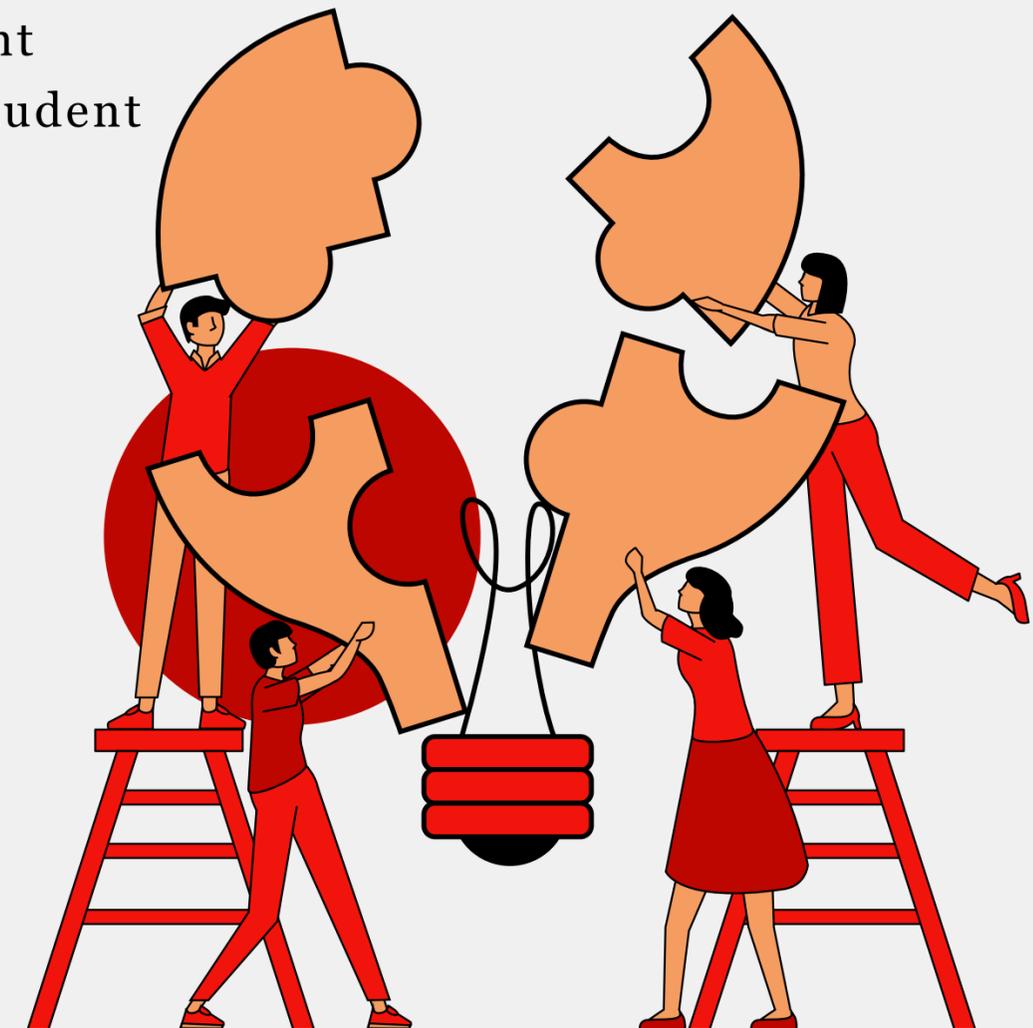
- Sarah Sibouyeh
- Isabella Martinez
- Nayeli Gomez
- Jacquelyn Lopez

OVERSIGHT:

- Erin Herder
- Sabreen Sultana
- Isabella Prince

Administrative Staff:

- Dr. Michael Cottingham, PI/Program Director
- Dr. Craig Johnston, Co-PI
- Tiao Hu, Graduate Student
- Joy Cabador, Graduate Student



Team Roles

you'll meet
with them 2x a
month!



Guías:

- Provide social support to 5-6 athletes by meeting with them twice a month for 30-45 minutes
- Communicate with resource advocates on athlete status
- Communicate with program director (Dr. C) once a month



you'll meet
with them
monthly!

Administrative Staff:

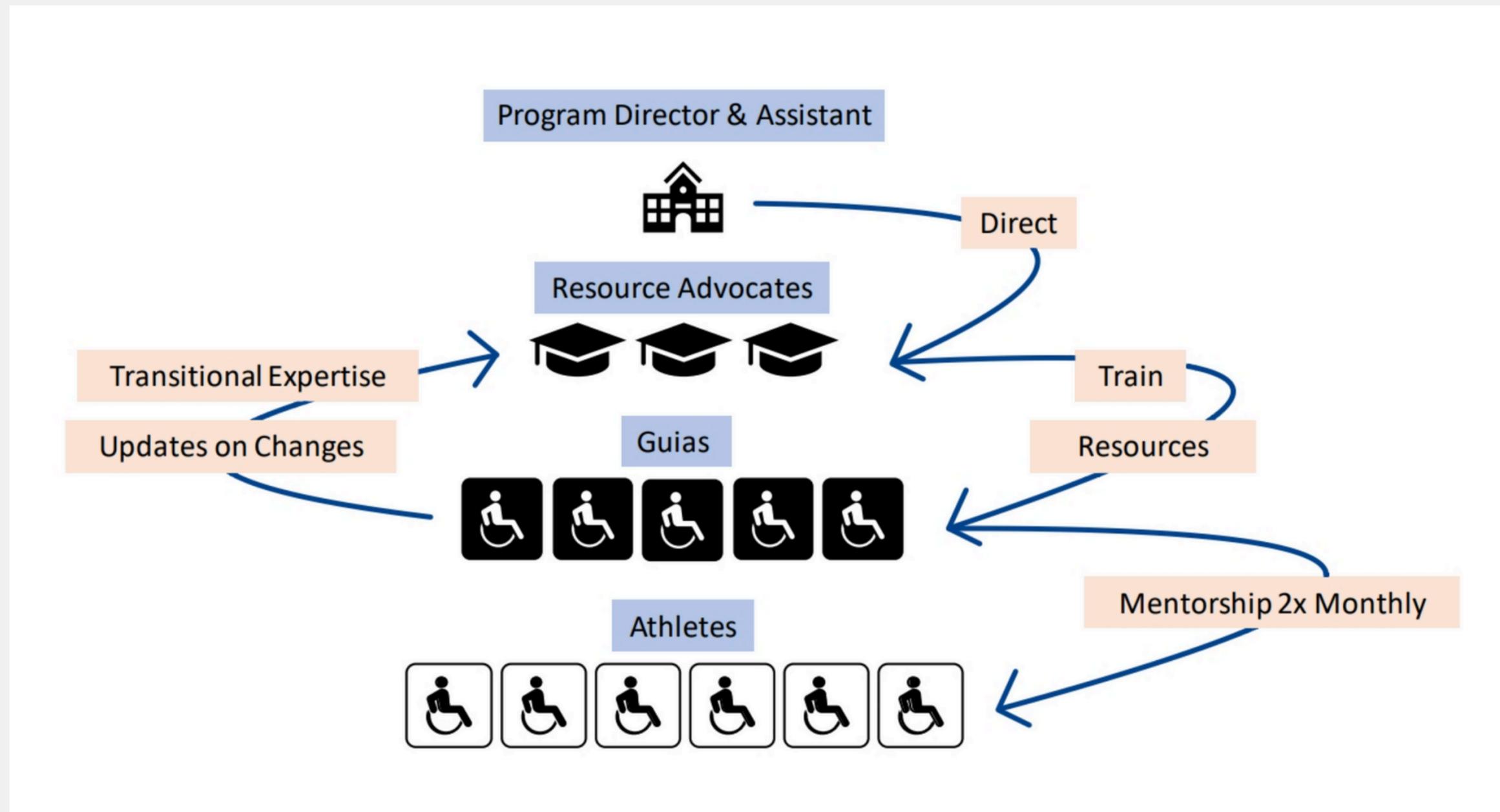
- Oversee all aspects of the project and manage research team

Resource Advocates:

- Learn transitional expertise from you
- Communicate with you biweekly
- Provide resources to you & your mentees
- Meet with the admin staff monthly



Extended CHW Model & Communication System

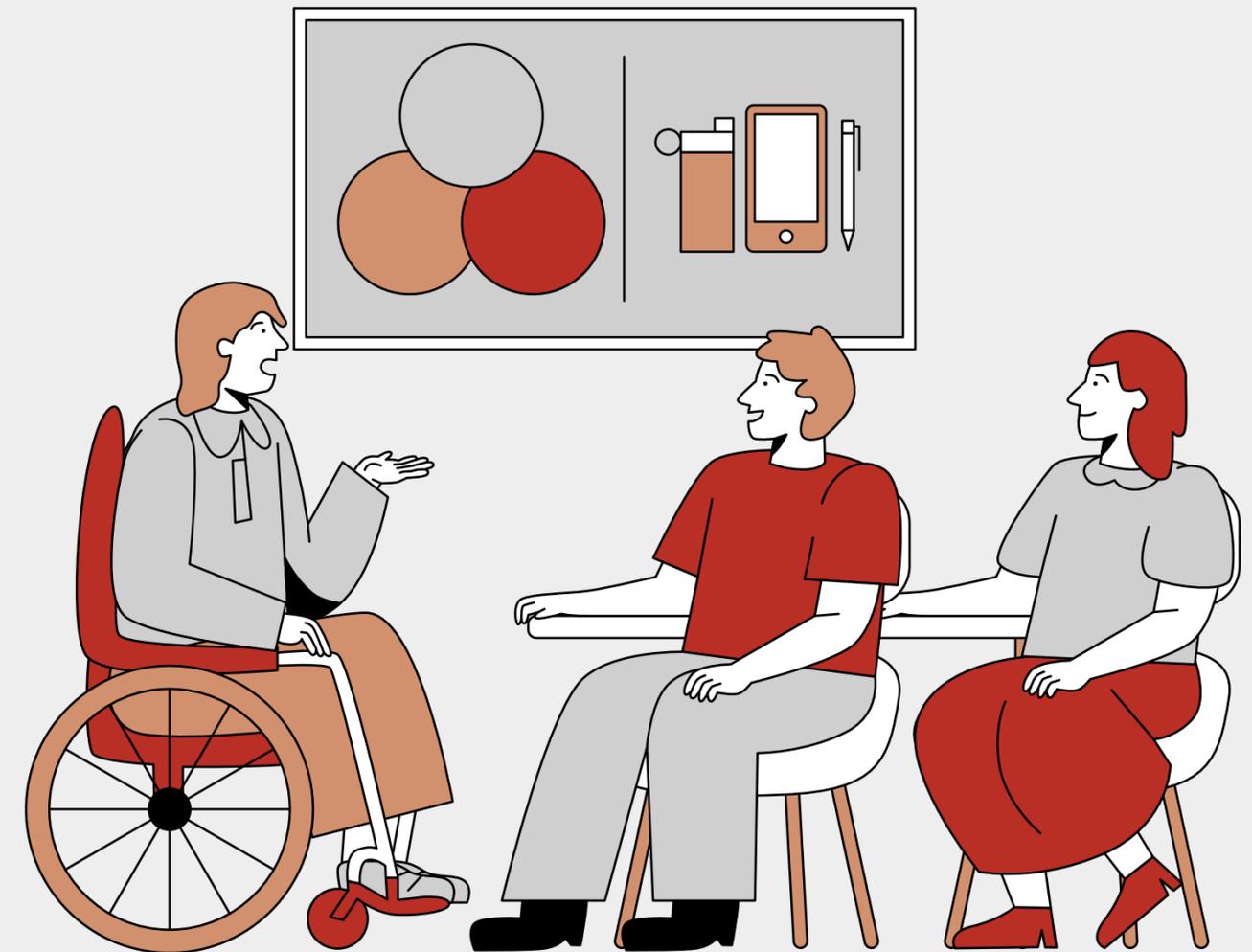


Where do you come in?

On Day 1, you will have 5-6 athletes assigned to you

- **What are your responsibilities?**

- Help your athletes establish short and long term goals
- Provide social support
 - Informational
 - Emotional
 - Instrumental
- Meet with your athlete twice a month
- Complete progress notes for each athlete
- Meet with the program director once a month to update on mentorship progress



Possible Topics of Discussion

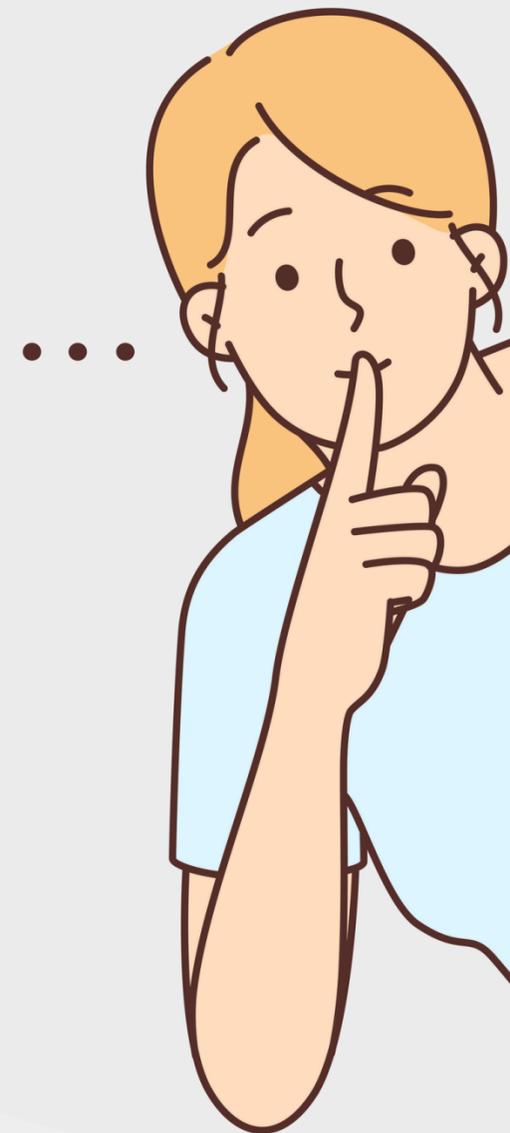
- Hobbies/Interests
- Status and barriers of life aspects regarding
 - Economic stability
 - Community engagement
 - (Richardson et al., 2017)
 - Health (World Institute on Disability, 2006)
 - Relationships (Aitchison et al., 2021)
- Motives of joining the sport community (Martin, 2013)
- Short term & long term goals
- Expectations from the mentorship
- Tangible/medical necessities



Confidentiality

Any information that an athlete shares with you is **confidential**. The only people who should know about the athlete's personal information is the research team. The research team includes Dr. Cottingham, Dr. Johnston, Tiao Hu and the Resource Advocates.

If you break confidentiality, you will be immediately dismissed from the research study.



Time Commitment



18 MONTH COMMITMENT



- **You will meet with:**

- Each athlete twice a month for 30-45 minutes via in person/online/phone, FOR 12 MONTHS
- Program director, Dr. Michael Cottingham, once a month for 30 minutes or less
- Resource advocates twice a month for approximately 30 minutes

- **Training (10.75 hrs)**

- Day 0 Training: 2 hours 45 minutes (7hrs 45 min including CITI Training)
 - Project overview, introductions, basic responsibilities, compensation, CITI Training (2 hrs supervised, 5 hrs on own time)
- Day 1 Training: 2 hours
 - Project goals, role/responsibilities, core competencies, how to be an effective Guía
 - UH policies, code of conduct, ADA, HIPAA
- Day 2 Training: 1 hour
 - Mobility impairments, core competencies, types of mentees, Do's and Dont's

TOTAL HOURS PER MONTH: 6

Documentation: Progress Notes!

Guía Name	Mentee Name	Date	Meeting by	Meeting Duration	
PART I: MAIN TOPICS COVERED TODAY					
Topic	Check	Comments			
Physical Health & necessities					
Economic Stability					
Community engagement					
Social & Relationship					
Transportation					
Goal setting & evaluation					
Other					
PART II: ASSESSMENT OF THE MEETING					
What's going well?		What's not?	New insights for today's meeting		
PART III: ASSESSMENT OF YOUR MENTEE					
Indicators	Poor	Fair	Good	Very Good	Great
Physical health					
Emotional health					
Engagement for the meeting					
Financial stability					
Community engagement					
Commitment to achieve goals					
Goal Progress					

PART III: ACTION POINTS/THINGS AGREE TO GET DONE BEFORE NEXT MEETING	
Action points for mentee:	Action Points for mentor:
Things to ask support from RAs:	
Date of next session:	
Topic or agenda for next session:	

Discussion Prompts

First Meeting Discussion Prompts

1. Participants need to give heads-up about the conversation, goals and needs
2. When enrolling them in, we probably can give participants a list/explanation regarding how this mentorship works, and let them be prepared for their first meeting.
3. After the first meeting, we collect the agreement and develop more through discussion prompts based on athletes' individual goals and needs.
4. What is to say we find this person suffering from mental issues, but his/her goals are not related to that, what do we do?

Introduction

- Mentor introduces yourself and your goal for the mentorship
- Agenda for the meeting
- What are your interests, hobbies, etc?
 - Barriers preventing you from doing activities that interest you?
- Reflect on your daily activities, are there any limitations?

Evaluate aspects of life (social, health, community participation, finance)

- What parts of your life are going well?
- Are other aspects of life not going well?
 - Physically active as you'd like to be?
 - Are you satisfied with your relationship status?
 - What would improve your quality of life?
 - Are you as involved in your community as you'd like to be?
 - Barriers from seeing the doctor?
 - If your wheelchair has a flat tire, do you have the knowledge and/or supplies to fix it?
 - Need any assistance with college/job applications?
 - Any barriers preventing you from things you need?
 - How do you want to address them?
- Can you tell me about your support system (family, friends, other social groups)?

Goals and Needs

- What are your personal goals broadly or long-termly?
 - What motivates you and brings you joy and satisfaction?
 - What are your greatest strengths/abilities/traits – things you do best?
- What change do you hope to achieve in the short term?
 - What are 3 things you can start doing/do more often that use your strengths and bring you joy?
- What resources do you need to achieve those goals?
- Any barriers preventing you from accomplishing them?
- How can I assist you in accomplishing your goals?

Expectation for sport community and mentorship

- What are your expectations of me as a mentor?
- What are your expectations of yourself?
- Do you have any concerns as we move forward in our mentoring relationship?

Reflection and Sign the Agreement

- What do we both want to gain from this relationship?
- What goals will we work on in a 6-month period?

Mentorship Agreement

AACHW Mentoring Agreement

This form is for individuals entering into a one-on-one mentoring partnership. Please discuss each item below. Through discussion, commit to personal development goals, activities, communications, time investment, challenge and confidentiality. Refer to this agreement at least quarterly and make adjustments as needed. This agreement is between

and

DEVELOPMENT GOALS

Goals serve as a roadmap for a mentoring relationship. Both mentor and mentee should set goals that describe what they would like to have accomplished within certain timeframes.

Mentee goals:

Mentor goals:

MENTORSHIP ACTIVITIES

There are many activities that are appropriate in the context of mentorship. The activities that mentors typically engage in include coaching through specific problems, role modeling certain skills or approaches, providing direct instruction, advocating for opportunities, supporting through challenges, and career counseling. Mentee activities include identifying and introducing topics for discussion, bringing challenges and problems to the table, asking for advice, developing action plans in response to feedback, and providing upward feedback. In the space below, indicate activities that you intend to invest in.

Mentee activities:

Mentor activities:

COMMUNICATIONS & TIME INVESTMENT

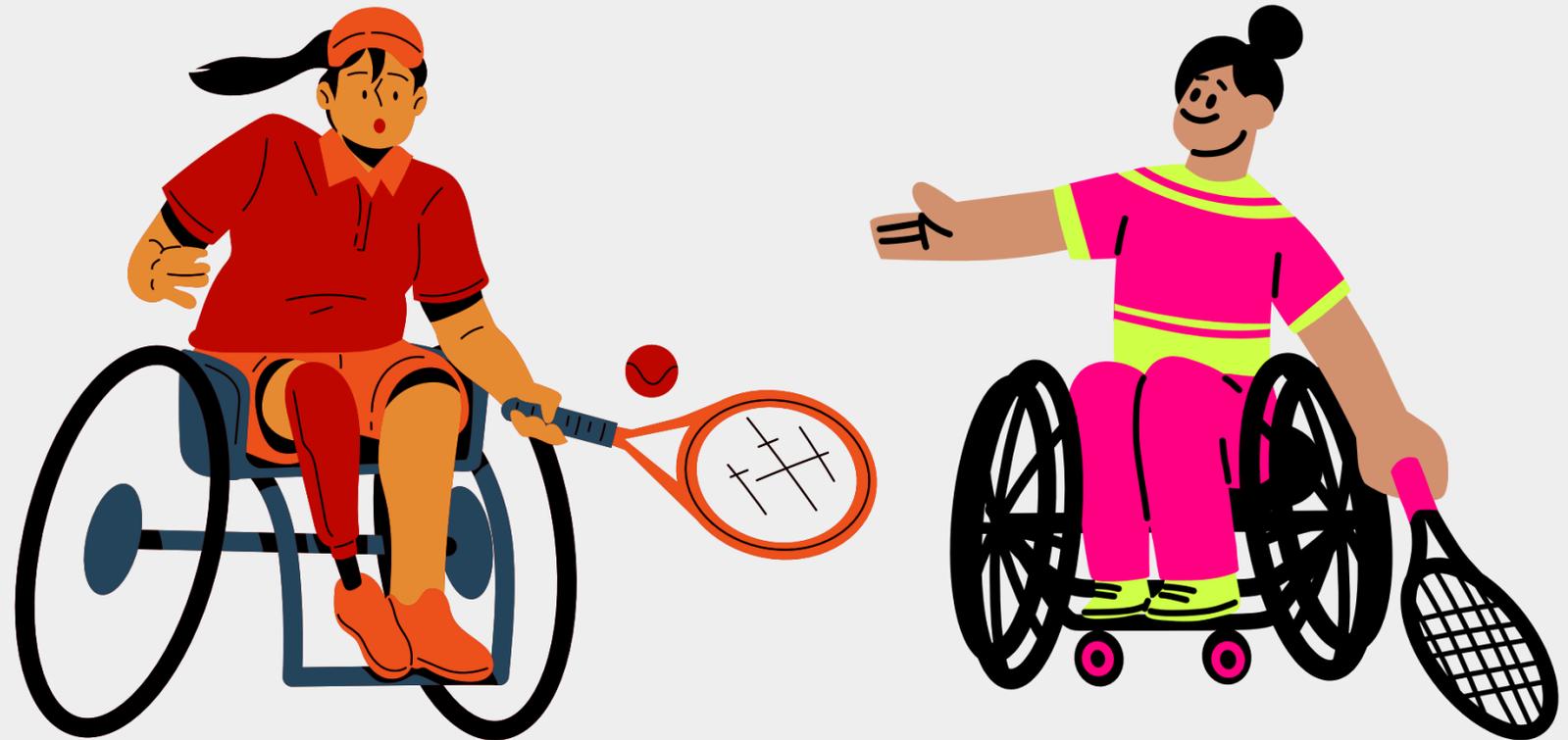
One of the most critical factors in mentoring is the frequency and quality of communications. The best thing you can do to ensure an effective mentoring relationship is to set a realistic plan for formal and informal communications, then follow through with that plan.

We will meet:

The person responsible for scheduling/rescheduling meetings is:

Why should you be a Guía?

- As experienced athletes in the disability sport community, you have valuable experience and knowledge
- This is an opportunity to make an impact in other athletes' lives and make a difference in your community
- You will put your leadership skills to practice!
 - Communication
 - Problem-solving
 - Teaching
 - Organization
- You will get paid!



Let's Review!

- **AACHW Project Goals**
 - Identify and address needs in the LwMI community
- **CHW vs. Guía**
- **Team Roles**
 - Principal Investigators, Resource Advocates, Guías, Athletes
- **Guías' Responsibilities**
 - Meet with athletes twice a month
 - Communicate with resource advocates and principal Investigators
- **Time Commitment**
 - Training + 6 hours a month for 18 months
- **Compensation**
 - \$20/hr
- **Progress Notes**
 - Input encouraged!
- **Discussion Prompts**
 - Possible topics of discussions to have with your athletes
- **Mentorship Agreement**
 - You and your athlete must communicate your expectations from this mentorship experience and sign off on it.

Contact Information

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Co-Principal Investigator, Dr. Craig Johnston

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Doctoral Candidate, Tiao Hu

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Doctoral Candidate, Joy Cabador

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