



IPDC Community Health Worker School Catalog

This catalog introduces the International Pre-Diabetes Center (IPDC) Community Health Worker (CHW) basic training course, its curriculum, learning format, academic expectations, and student services. Prospective students can use it before enrolling; enrolled students should use it with the IPDC CHW Student Handbook and the current cohort calendar in Canvas.

Catalog period and edition: To be assigned by IPDC before publication. Cohort start and end dates vary; enrolled students should consult their current Canvas calendar.

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Program at a glance

Item	Program information
Delivery	32 live virtual sessions; Canvas activities; scheduled physical classroom or community-based learning by cohort
Course plan	About four months; live classes Tuesdays and Thursdays, except federal holidays; cohort calendar in Canvas
Training requirement	156 hours total; 48 scheduled virtual hours, with remaining 108 hours of required activity to be documented
Curriculum	15 Canvas modules covering CHW roles and core skills

1) About IPDC and program contacts

Purpose and community focus

The International Pre-Diabetes Center (IPDC) is a 501(c)(3) nonprofit organization founded in 2013 by Dr. Yvonne Grant, a clinical pharmacist. IPDC works to improve access to diabetes prevention and self-management education, with a focus on underserved communities in Southern California.

IPDC's approach recognizes that social, economic, cultural, and educational circumstances can affect a person's ability to prevent or manage chronic disease. Its work connects community members with education and resources and prepares CHWs to support individuals and care teams.

The organization's CHW training grew from community partnerships and a diabetes resource center. The supplied history identifies a first CHW training cohort in 2017. The CHW program continues this emphasis on outreach, advocacy, and addressing unmet needs.

CHW program purpose

The 156-hour basic training course develops CHW skills in communication, culturally responsive outreach, advocacy, group facilitation, and assessment of individual and community needs. Facilitator-led classes, discussion, reflection, small-group work, videos, quizzes, and applied activities support learning. It is intended to help prepare students for a CHW certification exam and can provide a foundation for a separate registered apprenticeship pathway. External exam eligibility is determined separately.

Program contacts

Area	Contact	Email and telephone
Course Instructor	Dr. Yvonne Grant	ygrant@internationalprediabetescenter.org
Operations	Nicole Grant Operations Manager	ngrant@ipdc4dm2.org (818) 714-2037 ext. 5121
Human Resources	Denise Pinkett	hr@ipdc4dm2.org (818) 714-2022

Live classes: Tuesdays and Thursdays each week, except federal holidays; class times and time zone are provided for each cohort in Canvas. Administrative office hours: Monday through Friday, 10:00 a.m.–5:30 p.m. Instructor office hours: ask the instructor or consult Canvas for current availability.

Administrative mailing address: 14500 Roscoe Bl., 4th Floor, Panorama City, CA 91402. Training combines virtual classes and Canvas work with physical classroom or community-based activities as scheduled for each cohort; confirm the locations in Canvas.

Institutional status and apprenticeship relationship

The 156-hour CHW course and registered apprenticeship are separate. Eligible course graduates may use the training as a foundation for a subsequent apprenticeship; finishing the course does not automatically enroll a student in apprenticeship or confer an apprenticeship award. IPDC reports Department of Health approval for its diabetes education services. IPDC must separately confirm the institution's school approval or exemption status, apprenticeship registration details, and the issuer and eligibility requirements of any CHW credential.

2) Admissions and enrollment information

Who the program serves

The CHW program is intended for individuals interested in supporting community health, improving access to resources, and advocating for people facing barriers to care.

Admissions criteria and application process

Applicants must reside in California and have a high school diploma or equivalent. The course is taught in English; applicants should be able to read, write, and speak English well enough to complete coursework and communicate with clients. Basic computer skills are recommended. Applicants may be referred through the South Bay Workforce Center, which handles its own WIOA intake and eligibility review, or screened directly by IPDC. There is no fixed enrollment deadline; ask IPDC about the next cohort and its application steps.

The application documents, selection and notification process, age requirements, and any additional eligibility rules will be confirmed with IPDC before publication.

Getting started after enrollment

IPDC sends a registration link for Canvas enrollment using a personal email address. Review the Syllabus and Announcements, locate Modules, and prepare for Zoom. Session 0 provides Introduction and Orientation.

Students need a computer, laptop, or tablet, internet access, a microphone, and a camera for virtual coursework, along with access to basic document and browser software. Check Canvas for any physical class details. Contact Human Resources for technology support or accommodations.

Tuition fees and required materials

IPDC does not charge students tuition, enrollment fees, or other out-of-pocket program charges. The course is generally supported through grants, WIOA, or other workforce funding. Students should confirm whether their own internet or device access, or any optional external certification examination, carries a separate third-party cost.

Cost item	Amount and student responsibility
Tuition and enrollment charges	No charge to students
Required course materials and software	No program charge to students; access arrangements to be confirmed
Equipment and internet access	Students need a computer, laptop, or tablet and internet; personal third-party costs and support options to confirm
Optional external exams or credentials	Any third-party charge and eligibility to be confirmed before recommending an external exam
Total charge by IPDC for the course	\$0 to students

Withdrawal and enrollment changes

Contact Denise Pinkett in Human Resources to discuss cancellation, withdrawal, a leave, return, or readmission and to develop a plan for the individual situation. Because IPDC does not charge students for the program, there is no student tuition refund. Formal deadlines and any course-cancellation procedure require IPDC confirmation.

Prior learning transfer and readmission

Contact Human Resources about return after a break. IPDC has not yet supplied a formal prior-learning or transfer-credit policy or an assurance that another institution will accept this course; request written guidance before relying on credit transfer.

3) Program format and curriculum plan

Learning format and schedule

The four-month course includes 32 live virtual class sessions, each scheduled for 90 minutes, ordinarily on Tuesdays and Thursdays except federal holidays. Canvas contains interactive assignments, videos, discussions, quizzes, and applied activities. A cohort may also include scheduled physical classroom or community-based learning; consult its Canvas calendar for dates and locations.

Activities generally become available in Canvas after the related topic is covered in class. Between scheduled meetings, students complete assigned online work and follow the Canvas calendar. Participation in every class is required either live or through the assigned recording and knowledge check after an approved absence.

Cohort start and end dates vary and are posted in Canvas. IPDC must confirm the class clock time and time zone, orientation and final assessment dates, any physical session schedule, and the last date to submit outstanding work.

Four month topic plan

Period	Topics listed in the supplied syllabus
Month 1	Orientation; CHW overview; duties and responsibilities; outreach; advocacy; organizational skills; adult learning theory
Month 2	Core competencies; communication; interpersonal skills
Month 3	Motivational interviewing; group facilitation
Month 4	Hospital culture and norms; education and facilitation skills; social determinants of health; individual and community assessment

This monthly plan is an overview. Canvas module numbers identify content folders and do not by themselves establish teaching order; IPDC will confirm the final alignment of the calendar, 15 modules, and final assessment.

Learning objectives

By the end of the course, participants should be able to:

- Explain CHW responsibilities and professional boundaries.

- Use outreach and advocacy skills to help identify needs and connect people with resources.
- Communicate respectfully with individuals, groups, and care teams.
- Apply adult-learning and facilitation principles when supporting health education.
- Use motivational interviewing skills to explore goals and readiness for change.
- Recognize social determinants of health and assess individual and community needs.

4) Module descriptions 01 through 08

The following descriptions summarize the supplied Canvas folder titles.

Module 01 - CHW Orientation

Introduces the program, learning tools, student expectations, and the role of community health workers in supporting community health.

Module 02 - Duties and Responsibilities of the CHW Role

Examines CHW responsibilities, professional conduct, and collaboration with individuals, communities, and care teams.

Module 03 - Advocacy

Explores how CHWs help individuals communicate their needs, identify barriers, and connect with community resources.

Module 04 - Social Determinants of Health Engaging Patients and Unmet Needs

Explores how social conditions affect health and how CHWs engage individuals in identifying needs and barriers to care.

Module 05 - Outreach

Introduces approaches to connecting with community members, sharing information, and encouraging participation in available services.

Module 06 - Time Management

Develops strategies for organizing tasks, setting priorities, and following through on CHW responsibilities.

Module 07 - Adult Learning Theory

Introduces principles of adult learning and their use when communicating health information and supporting participation.

Module 08 - Communication

Builds skills in listening, clear communication, and respectful exchanges with individuals, groups, and care teams.

5) Module descriptions 09 through 15

Module 09 - Interpersonal Skills

Develops relationship-building skills that support trust, collaboration, and respectful interactions across differing experiences and perspectives.

Module 10 - Motivational Interviewing

Introduces a collaborative communication approach for exploring a person's goals, concerns, and readiness for change.

Module 11 - Group Facilitation

Develops approaches to guiding group discussions, encouraging participation, and supporting a productive learning environment.

Module 12 - Core Competencies Knowledge Assessment

Brings together knowledge of CHW core competencies through assessment and review of areas needing further development.

Module 13 - Individual and Community Assessment

Introduces ways to identify individual and community needs, strengths, and available resources to guide CHW support.

Module 14 - Hospital Culture

Introduces hospital practices, expectations, and team relationships relevant to the CHW role.

Module 15 - Boundaries

Examines professional boundaries and how to recognize the limits of the CHW role when supporting individuals and communities.

Course materials and assessment details

Students access readings or other materials, videos, activities, quizzes, and discussions through Canvas. Each module includes assessment activities; the syllabus list/describes at least one discussion per module, with a response to the prompt and to another participant as directed. Do not share private or identifying information about a client or another person in course discussions; students may choose to discuss their own lived experience.

6) Academic progress and completion

Coursework and weekly progress

Aim to complete released quizzes and discussions by Sunday at 11:59 p.m. to stay on track; this is a study target, not a hard submission cutoff. Follow the current Canvas calendar, and contact the instructor if work is late. Missed-class makeup work is due within one week.

Late work is accepted. Repeated lateness prompts staff to contact the student and plan support. Quiz and discussion scores appear out of 100 in Canvas. Quiz grading may take up to three business days, depending on complexity; final-exam review may take longer. IPDC must set the final coursework cutoff and final-exam feedback timeline.

Grades and attempts

A score of at least 70% is required to pass quizzes, discussions, and makeup class summaries. Quizzes permit two total attempts and retain the highest score. A third quiz attempt requires an administrative request and approval; it is not automatic. If a third attempt remains below passing, staff provide individual coaching and guidance.

Grade	Score
A	90–100%
B	80–89%
C	70–79%
D	60–69%
F	Below 60%

Attendance and makeup work

Students are expected to attend all 32 classes. At least 75 minutes of a scheduled 90-minute virtual session earns credit for the full session. A student attending less than 75 minutes, or missing a class, must view the recording and complete the related knowledge check in Canvas within one week. Up to four absences are allowed under the attendance review policy, but every missed class still requires makeup. Inform your Instructor in Zoom chat before stepping away.

Three undocumented class no-shows trigger an instructor meeting followed by Human Resources review. More than four absences leads to program administrator review and may extend completion or lead to dismissal if attendance does not improve. Documented extenuating circumstances are considered case by case. See the handbook for the full process.

Completion and credentials

Course completion requires 156 documented training hours, completion of all 32 classes live or by authorized makeup, and passing required coursework. The final exam assesses taught competencies, including scenarios and reworded questions. The exact final exam passing is 70% or higher to pass.

7) Student services and policy information

Access to learning resources

Canvas contains Announcements, the Syllabus, Modules, Session Recordings, Grades, and the Inbox. Enroll using the IPDC link and a personal email address. Check the Inbox daily and Announcements regularly. The current cohort calendar in Canvas supplies dates and any in-person locations.

Test Zoom audio and video before virtual class and use reliable internet and an appropriate learning space. A computer, laptop, or tablet can be used for coursework. Contact Human Resources for support or accommodations if access is difficult.

Instructional and student support

Contact Dr. Yvonne Grant for course content, assignments, and feedback. Ask the instructor or check Canvas for current instructor office hours. Nicole Grant is Operations Manager. Contact Denise Pinkett in Human Resources about accommodations, technology access, records, enrollment changes, and concerns covered by the handbook.

The handbook describes referrals to trained staff or community resources, life-skill and job-readiness instruction, and alumni contact. The scope of placement assistance and additional services remains to be confirmed.

Student records

Canvas stores test scores, homework, and other course information. IPDC keeps physical onboarding records locked, with access limited to staff who need them for their work; a referring partner typically holds its own onboarding files. Students may ask Human Resources for assistance requesting internal or external records. IPDC does not charge a records-request fee. Human Resources responds to requests within two to three business days; that is a response target, not a records-production deadline.

Student conduct equal opportunity and complaints

Students are expected to participate respectfully, submit original work, follow program policies, maintain professional boundaries, and avoid sharing identifying information about clients or others in class or Canvas. The handbook contains academic integrity, respectful communication, emergency, equal opportunity, and accommodation policies.

Send program complaints to Denise Pinkett in Human Resources, preferably in writing within 15 calendar days. IPDC aims to provide a written response within 30 calendar days when reasonably possible. The handbook explains available outside filing routes and which apprenticeship-specific procedures apply only to registered apprentices. Students may contact an external agency without first completing local review; local review does not extend outside deadlines.

Online Handbook access

[CHW handbook webpage](http://www.chwresourcecenter.org/handbook)

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