

Learning Objectives

Students will:

1. Describe the DSHS IPR curriculum guidelines
2. Explain the relationship of the guidelines to motivational interviewing (MI)
3. Outline the four principles of MI
4. Apply the goals to MI to the client
5. Examine the change dynamic
6. Analyze recorded MI interviews for learning purposes.

SCANS or Core Curriculum Statement and Other Standards

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16 WEEK CALENDAR

WEEK ONE –January 20, 2011

Course Orientation

WEEK TWO – January 27, 2011

Relate CHW IPR guidelines to education and the process of change

WEEK THREE – February 03, 2011

Explain the process of change through IPR for breast health

WEEK FOUR – February 10, 2011

Discuss approaches to motivational interviewing (MI)

WEEK FIVE – February 17, 2011

Describe the four principles of MI

WEEK SIX – February 24, 2011

Examine the principles of resistance as explained within MI theory

WEEK SEVEN – March 03, 2011

Illustrate methods for MI

WEEK EIGHT – March 10, 2011

Identify goals for the client when using MI

WEEK NINE – March 17, 2011

Spring Break

WEEK TEN – MARCH 24, 2011

Plan MI strategies

WEEK ELEVEN – MARCH 31, 2011

Design dynamics for change

WEEK TWELVE –APRIL 07, 2011

Verify signs of resistance to change

WEEK THIRTEEN- APRIL 14, 2011

Recommend teaching strategies for MI

**WEEK FOURTEEN– April 21, 2011
HOLIDAY**

WEEK FIFTEEN – April 28, 2011
Discuss ethics and MI

WEEK SIXTEEN – May 05, 2011
FI NAL PRESENTATION

WEEK SEVENTEEN – May 12, 2011
FINAL PRESENTATION

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Instructional Methods

CHLT 1291 is a required course for a Department of State Health Services (DSHS) certification as a CHW,

As a certified CHW Instructor and community health nurse, I regard my responsibilities as a teacher to: engage each student in the class, demonstrate inclusiveness, be non-judgmental, aware of different learning styles, recognize the influence of culture on both personal learning and responses, encourage questioning and seek understanding within a participatory learning environment that actively encourages openness to knowledge and experience through discussion and learning activities, and to help students experience and demonstrate increased knowledge of each core competency and their role as a CHW Breast Health Navigator (CHW-BHN)

Student Assignments

Learning assignments are developed from the point of view of the adult learner. Therefore it is important that students participate in their own learning through the classroom, group work, and individual assignments. Assignments will be given in class, others via e-learning, and some will come from community based activities.

Resource identification and development

Assessments

Learning assessments will take place during

- ✓ In class participation and activities 30%
Class participation, promptness
Weekly post learning journals (written)
Cast study development and CHW roles/action plans that demonstrate IPR
Portfolio development and completion
- ✓ On-line learning and use of technology 30%
Weekly journal postings
Discussion questions postings on BB
iTouch assignments related to IPR
Flip phone assignments related to IPR
Identify useful Internet links
- ✓ Final presentation 20%
Present a partnership developed for your role as a CHW using the core competencies of teaching, capacity building and IPR
Identify issues appropriate for the CHW role when applying the three core competencies

Identify capacity building assets with the community

Describe CHW roles and skills appropriate for the three core competencies

- ✓ Community projects 20%
 - Relate IPR to teaching
 - Relate IPR to capacity building
 - Document using the Flip Camera an IPR interview

A grading rubric will be provided that further explains the four parts for each learning assessment component.

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Instructional Materials

Provided in class and through e-learning

HCC Policy Statement – ADA

Services to Students with Disabilities

Students who require reasonable accommodations for disabilities are encouraged to report to Raj Gupta at 713-718-7631 to make necessary arrangements. Faculty is only authorized to provide accommodations by the Disability Support Service Office

HCC Policy Statement: Academic Honesty

A student who is academically dishonest is, by definition, not showing that the coursework has been learned, and that student is claiming an advantage not available to other students. The instructor is responsible for measuring each student's individual achievements and also for ensuring that all students compete on a level playing field. Thus, in our system, the instructor has teaching, grading, and enforcement roles. You are expected to be familiar with the University's Policy on Academic Honesty, found in the catalog. What that means is: If you are charged with an offense, pleading ignorance of the rules will not help you. Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by College System officials against a student accused of scholastic dishonesty. "Scholastic dishonesty": includes, but is not limited to, cheating on a test, plagiarism, and collusion.

Cheating on a test includes:

- Copying from another students' test paper;
- Using materials not authorized by the person giving the test;
- Collaborating with another student during a test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of a test that has not been administered;
- Bribing another person to obtain a test that is to be administered.

Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit.

Collusion mean the unauthorized collaboration with another person in preparing written work offered for credit. Possible punishments for academic dishonesty may include a grade of 0 or F in the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the College System. (See the Student Handbook)

HCC Policy Statements

Class Attendance - It is important that you come to class! Attending class regularly is the best way to succeed in this class. Research has shown that the single most important factor in student success is attendance. Simply put, going to class greatly increases your ability to succeed. You are expected to attend all lecture and labs regularly. You are responsible for materials covered during your absences. Class attendance is checked daily. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

If you are not attending class, you are not learning the information. As the information that is discussed in class is important for your career, students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early.

You may decide NOT to come to class for whatever reason. As an adult making the decision not to attend, you do not have to notify the instructor prior to missing a class. However, if this happens too many times, you may suddenly find that you have “lost” the class.

Poor attendance records tend to correlate with poor grades. If you miss any class, including the first week, you are responsible for all material missed. It is a good idea to find a friend or a buddy in class who would be willing to share class notes or discussion or be able to hand in paper if you unavoidably miss a class.

Class attendance equals class success.

HCC Course Withdrawal Policy

If you feel that you cannot complete this course, you will need to withdraw from the course prior to the final date of withdrawal. Before, you withdraw from your course; please take the time to meet with the instructor to discuss why you feel it is necessary to do so. The instructor may be able to provide you with suggestions that would enable you to complete the course. Your success is very important. Beginning in fall 2007, the Texas Legislature passed a law limiting first time entering freshmen to no more than **SIX** total course withdrawals **throughout** their educational career in obtaining a certificate and/or degree.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your professor *may* “alert” you and HCC counselors that you might fail a class because of excessive absences and/or poor academic performance. It is your responsibility to visit with your professor or a counselor to learn about what, if any, HCC interventions might be available to assist you – online tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

If you plan on withdrawing from your class, you **MUST** contact a HCC counselor or your professor prior to withdrawing (dropping) the class for approval and this must be done **PRIOR** to the withdrawal deadline to receive a “W” on your transcript. ****Final withdrawal deadlines**

vary each semester and/or depending on class length, please visit the online registration calendars, HCC schedule of classes and catalog, any HCC Registration Office, or any Registration Office, or any HCC counselor to determine class withdrawal deadlines.

Remember to allow a 24-hour response time when communicating via email and/or telephone with a professor and/or counselor. Do not submit a request to discuss withdrawal options less than a day before the deadline. If you do not withdraw before the deadline, you will receive the grade that you are making in the class as your final grade.

Repeat Course Fee

The State of Texas encourages students to complete college without having to repeat failed classes. To increase student success, students who repeat the same course more than twice, are required to pay extra tuition. The purpose of this extra tuition fee is to encourage students to pass their courses and to graduate. Effective fall 2006, HCC will charge a higher tuition rate to students registering the third or subsequent time for a course. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about your study habits, reading and writing homework, test taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Classroom Behavior

As your instructor and as a student in this class, it is our shared responsibility to develop and maintain a positive learning environment for everyone. Your instructor takes this responsibility very seriously and will inform members of the class if their behavior makes it difficult for him/her to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor achieve this critical goal.

Use of Camera and/or Recording Devices

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you will turn off your phone and other electronic devices, and will not use these devices in the classroom unless you receive permission from the instructor.

Use of recording devices, including camera phones and tape recorders, is prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or testing occurs. Students with disabilities who need to use a recording device as a reasonable accommodation should contact the Office for Students with Disabilities for information regarding reasonable accommodations

Instructor Requirements

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through class activities, discussions, and lectures
- Adequate description of special projects or assignments that includes student planning
- Inform students of policies such as attendance, withdrawal, tardiness and make up
- Provide the course outline and class calendar which will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

To be successful in this class, it is the student's responsibility to:

- Attend class and participate in class discussions and activities
- Read and comprehend the assigned readings
- Complete the required assignments
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, all assignments and community participation
- Complete the field study with a 70% passing score

Program/Discipline Requirements

Grading

Your instructor will conduct learning assessments and assignments that you can use to determine how successful you are at achieving the course learning outcomes (mastery of course content and skills) outlined in the syllabus. If you find you are not mastering the material and skills, you are encouraged to reflect on how you study and prepare for each class. Your instructor welcomes a dialogue on what you discover and may be able to assist you in finding resources on campus that will improve your performance.

Grading Scale

90 - 100 = A

80 - 89 = B

70 - 79 = C

Below 70 = F

Attendance is taken the first 5 minutes of class. After that the student is marked tardy for the day and will be marked absent for ½ a class. Students can miss up to 12.5% of class. For a 3 hour lecture class that is the equivalent of 2 classes. According to HCC policy, the student may be dropped from class after they exceed the absences.

Practicum Applications: Students are required to attend a practicum orientation prior to enrolling in their first practicum. Orientations are held each semester. Application deadlines are

July 15 for a fall practicum, November 1 for a spring practicum, and April 1 for a summer practicum. Students must maintain a “B” average in the Human Service Courses in order to qualify to enroll in a practicum.

See **Human Service Technology Program Student Handbook** for a complete list of requirements.

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