



**Coleman College for Health Sciences  
Human Services Technology Department  
Community Health Worker Program**

---

**CHLT 1342 – COMMUNITY HEALTH FIELD METHODS**

CRN 30662 SPRING 2013 - 2<sup>nd</sup> eight weeks MARCH 5 – APRIL30, 2013

Coleman Campus – Room 467 6:00PM - 9:00PM **TUESDAY**

A three hour lecture and e-learning course (hybrid) - 8 weeks 3 hours academic credit

**Instructor:** Elizabeth Kelly, Ph.D., RN., CNS-CH, BC-HSP

**Instructor Contact Information:** 713-718-5510 (HCC phone)  
[Elizabeth.kelly@hccs.edu](mailto:Elizabeth.kelly@hccs.edu) ( email)

**Office location and hours:** by appointment after class on Tuesday or through Skype

**Course Description**

**CHLT 1342** - Preparation for field work with individuals, families, and groups emphasizing teaching and capacity-building skills. Topics include outreach methods, area canvassing, home visiting, group work, community events, and community organizing.

**Prerequisites:** N/A

**Course Goal**

Students will learn about, develop and prepare for field work as a community health worker (CHW) within a community setting as the role and learning relates to both community based and overall health issues of the community.

**Student Learning Outcomes**

Each student will be able to:

- Implement neighborhood/rural outreach campaigns
- Conduct informal counseling and educational sessions with individuals, families and community groups,
- Organize community events for purposes of developing community capacity for change.

## **Learning Objectives**

Students will:

1. Design community based outreach programs
  - 1.1 Relate key educational and health belief factors that influence the community
  - 1.2 Design and implement informal counseling and education sessions appropriate to the community
  - 1.3 Explain adult learning theory
  - 2.2 Explain learning as it relates to women's ways of knowing
  - 2.3 Examine teacher-centered and learner-centered learning strategies
  - 2.4 Create a health lesson plan for the community
3. Describe community based teaching event
  - 3.1 Explain the change process as it occurs within the community
  - 3.2 Demonstrate partnership development
  - 3.3 Illustrate the community's understanding for capacity building
  - 3.4 Identify capacity building opportunities that take place within the community
  - 3.5 Implement a community based teaching event

## **SCANS or Core Curriculum Statement and Other Standards**

**8 WEEK CALENDAR**

**WEEK ONE –MARCH 5, 2013**

- Course orientation to CHW core competencies – teaching and capacity building
- Describe definitions for the current CHW role

**SPRING BREAK – MARCH 11 – 15, 2013**

**WEEK TWO – MARCH 19, 2013**

- Relate CHW “connectedness” to the community
- Describe the process and outcomes that takes place as a result of partnership development

**WEEK THREE – MARCH 26, 2013**

- Recognize the connecting stages for a woman’s ways of knowing

**WEEK FOUR – APRIL 2, 2013**

- Describe the relationship of teaching to health beliefs and practices
- Relate teaching to capacity building through increasing health literacy

**WEEK FIVE – APRIL 9, 2013**

- Discuss teacher-centered and student-centered learning objectives
- Discuss the purpose of the lesson plan, its development and important parts of as the lesson plan relates to community based participatory learning (CBPL)

**WEEK SIX – APRIL 16, 2013**

- Analyze the organization and development of a lesson plan

**WEEK SEVEN – APRIL 23, 2013**

- Discuss community based participatory learning (CBPL) as it relates to ethical principles for CHWs

**WEEK EIGHT – APRIL 30, 2013**

- **STUDENT FINAL PRESENTATIONS**

## **Instructional Methods**

CHLT 1342 is a required course for: a) Department of State Health Services (DSHS) certification as a CHW, b) required courses to apply toward an Associate Degree (AA) from Houston Community College, and c) for a Marketable Skills Award (MS).

As a certified CHW Instructor and community health nurse and educator, 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

## **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 including prompt arrival(15%)
  - Weekly classroom pre- and post learning (written) (15%)
  
- ✓ Classroom learning and learning through technology 30%
  - Discussion Questions (7.5%)
  - Online Assignments (7.5%)
  - Forum Postings (7.5%)
  - Weekly exams in class (7.5%)

Final presentation

20%

- 1) Develop a partnership with a community based organization (3.5%)
- 2) Provide information on the partnership agency: location, staff, mission, budget, funding/funders (3.0%)
- 3) Present a community based, participatory lesson plan taught in the community through the partnership that is developed (3.5)
- 4) Describe CHW action and activity plans appropriate for teaching that will demonstrate capacity building and learning within the community (3.5%)
- 5) Identify ethical considerations for the CHW within the community (3.0%)
- 6) Present an evaluation plan that measures capacity building development (3.5%)

Portfolio Development

20%

- 1) List capacity building strategies used to develop a community partnership where you will teach(3.5%)
- 2) Develop a SWOT analysis that identifies the partnership and community based Learning (3.5%)
- 3) Present a PhotoVoice story that represents your work with partners within the Community (3.5%)
- 4)Present documentation for four Internet resources useful for teaching/learning and capacity building (3.0%)
- 5) Write a review for each of the Internet resources and attach a page or two from the link (3.5%)
- 6) Document three service learning projects (3.0%)

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

## **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 those disabilities 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 at the beginning of each of the learning periods. 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 or one class. The six hours of class time would include any total classes missed or for excessive tardiness or leaving class early. **This translates into missing only one class for the eight week period.**

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. Each class is posted on Eagle OnLine. If you miss a class you **MUST** complete the weekly assignment on time. **YOU ARE RESPONSIBLE FOR ALL ASSIGNMENTS TO BE COMPLETED ON TIME.**

Class attendance + completed assignments = 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.

Professional behavior begins in the classroom. As a learner you contribute to the learning of your fellow classmates. Each student’s classroom behavior will have an effect on other students as well as on the learning environment.

**DRINKS WITHIN THE CLASSROOM ARE LIMITED TO WATER ONLY, NO FOOD AT ANY TIME.**



## **Use of Camera and/or Recording Devices**

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

As a student active in the learning community of this course, it is your responsibility to be respectful of the learning atmosphere in the classroom. To show respect of your fellow students and instructors, 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

## **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

**Grading and Class 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 1 class in the eight week session. According to HCC policy, the student may be dropped from class after they exceed the absences.

The student with more than one class absence or a total of one class missed due to absences will then receive a five point deduction from the final grade. Continued tardiness can result in an additional five point deduction from the final grade.

### **Grading and Completion of Assignments by DUE DATE**

The weekly assigned reading material, discussion questions, assignments and forums are located on EAGLE ONLINE. Each weekly set of assignments has a cut off date after which it is not possible to complete or submit the work. Each missed assignments will receive a grade of zero (0). It is not possible to submit work after each weekly date by either email or in person.

### **Grading Criteria for Assignments**

Each week you will be given in class and online assignments. Each assignment is based on the weekly assigned reading content located within Eagle OnLine.

Grading criteria for each assignment will be based on:

- Explaining how you understand important concepts from the reading through the discussion questions.
- Identify how you have or could apply the concepts within your community.
- Compare and contrast what you post on a weekly bases with two other member of the class; Identify and review Internet links for each of the class core competencies that are covered. The content from the link and the review will become a part of the portfolio.

A concept is defined as an “idea or thought that can be generalized.”

**Practicum Applications:** Students which to complete a practicum and receive a Marketable Skills Award (MSA) 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 all 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.

You can find the Department Student Handbook at the

[http://coleman.hccs.edu/College-Coleman/College\\_Home/programs/human\\_svc\\_tech/Handbook\\_Practicum\\_Student\\_January%202011.pdf](http://coleman.hccs.edu/College-Coleman/College_Home/programs/human_svc_tech/Handbook_Practicum_Student_January%202011.pdf)

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

Learning more about the Human Services Technology Program Student Association via:

<https://www.facebook.com/home.php#1/pages/Human-Service-Technology-Studnet-Assoication/301145242142>

DO NOT COPY