



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

CHLT 1401 – Introduction to Community Health

CRN 83331

Spring 2012 – 1st 8 weeks

Coleman Campus – Room 437 6:00p.m. – 10:00p.m. - Tuesday
Four hours of classroom and e-learning, 8 weeks

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

Instructor Contact Information: 713-718-5510 (HCC office phone)
Elizabeth.kelly@hccs.edu (email)

Office location and hours: by appointment, after class or by Skype (Skype account = philip.h.kelly911)

Course Description

CHLT 1401 is designed to provide a basic understanding of variables that affect health sectors in the community

Prerequisites: N/A

Course Goal

Students will learn about, develop and implement basic understanding of factors that affect health sectors of a community, with an emphasis on the community health worker (CHW) role, and/or with a CHW specialty through the Marketable Skills Award (MSA)

Student Learning Outcomes

Each student will be able to:

1. List determinants of health at the individual and community level
2. Implement community assessment techniques to include demographics, mapping and analysis of governmental agency services
3. Describe tracking techniques of clients and services

4. Identify initiatives that will impact the health status of a poor under-served community.

Learning Objectives

Students will:

1. Define determinants of health
 - 1.1 Explain and understand determinants related to health
2. Classify methods to assess a community for breast health and breast health literacy
 - 2.1 Illustrate strategies to understand a community assessment and community assets
3. Discuss follow-up of a community assessment and its data
 - 3.1 Recognize the importance of following patients
 - 3.2 Review current patient follow-up or tracking techniques.
4. Identify health services in your community that relate to breast health
 - 4.1 Describe community experiences with health services and health providers as it relates to health. .

SCANS or Core Curriculum Statement and Other Standards

8 WEEK CALENDAR

WEEK ONE – January 17, 2012

Course Orientation

WEEK TWO – January 24, 2012

Health determinants and service coordination

WEEK THREE – January 31, 2012

Advocacy activities related to health determinants and community assessment

WEEK FOUR – February 07, 2012

Data sources related to community assessment

WEEK FIVE – February 14, 2012

Data analysis and data tracking techniques

WEEK SIX – February 21, 2012

CBPR and data based community building

WEEK SEVEN – February 28, 2012

Discuss follow-up of assessment data

WEEK EIGHT – March 06, 2012

Student Final Presentations

Instructional Methods

CHLT 1402 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) a Marketable Skills Award (MSA).

As a certified CHW Instructor and community health nurse, I regard my responsibilities as a teacher to: respectfully engage each student in the class, practice 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 learning environment that actively encourages openness, participation through discussion and learning activities, and help students experience and demonstrate increased knowledge of each core competency as a CHW or a CHW with a Marketable Skills Award (MSA).

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 within community based activities such as the:

- Service learning projects
- Visitation to community based agencies; learn about their health and wellness information;
- Participation in Texas Breast Health Collaborative meetings (TBA) if appropriate
- Contact and document community based data pertaining to the health of the community
- Contact, visit and document work of state representative and senator as it pertains to the Legislative session for health and the status of CHWs.

Assessments

Learning assessments will take place during

- ✓ In class participation and learning activities 30%
 - Classroom attendance on time (15%)
 - Start of class learning activities (7.5%)
 - End of class learning activities (7.5%)

- ✓ On-line learning and use of technology 30%
 - Discussion question postings (7.5%)
 - Forum postings (7.5%)
 - Online Assignments (7.5%)
 - Student conversation with other students ((7.5%)

- ✓ Final presentation 20%
 - Map of community area and community demographics (2%)
 - Identify data sources relevant to the community (2%)
 - Identify assets of the community (2%)
 - Provide one Internet link article for each of the five core competencies – service coordination, advocacy, communication knowledge and organization (2%)
 - Write a review for each article (2%)
 - Determine a health or wellness topic important to the community (2%)
 - Identify a possible partnership in the community for the health and/or wellness topic with whom you can work during the next 8 week learning period (2%)
 - Provide information about the partnership/agency goals, mission and who currently serving (2%)
 - Identify health promotion strategies and follow-up strategies with the possible partner (2%)
 - Document three (n=3) service learning opportunities completed, state time, place date and purpose of learning within the activity (2%)

- ✓ Portfolio Development 20%
 - Identify a health/wellness issue currently being addressed in the community of choice based on a case study, community need or through a learning experience (2.5%)
 - Population characteristics specific to the health issue by age and gender (2.5%)
 - Location of the population by zip code (2.5%)
 - Health determinants of the community related to the health/wellness issue based on (2.5%)
 - Age distribution
 - Education
 - Transportation
 - Socio-economic factors
 - List the communication and organizational strategies you used to identify resources for the community health/wellness issue within the community, as well as learn from the community of their interest/knowledge/concern for the issue as it affects them or a family member (2.5%)
 - Knowledge based activities you developed for this assignment or will use in the next 8 weeks learning period that can connect with the community's understanding of the health issue (2.5%)
 - Evaluation and outcome strategies and measures for the activities utilized to develop and implement this presentation – both short and long term (2.5%)
 - State how this learning experience will lead to a partnership development you need for the next 8 weeks class.

A grading rubric with due dates for assignments will be provided that further that further explains each of the student learning outcomes.

Instructional Materials

Provided through written material you will purchase at University Copy Center

HCC Policy Statement – ADA

Services to Students with Disabilities

Students who require reasonable accommodations for disabilities are encouraged to report to the student services office (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 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. Information discussed in class is important for your career, therefore students may be dropped from a course after accumulating absences in excess of 12.5% hours of instruction. **This translates into missing only one class for the eight weeks session.**

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. More information on class attendance and grading can be found in the Grading Section of the Syllabus.

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 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 to 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

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, reflect and comprehend all the assigned learning experiences by the date due.
- Complete all required assignments by the date due.
- 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

Grading and Class Attendance

Class attendance is taken the first 5 minutes of each section of the class. After that time the student is marked tardy for the class period and will be marked absent for ½ a class. Students can miss up to 12.5% of class. For a 4 hour lecture class that is the equivalent of 1 class. 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

All work completed after the **DUE DATE** will be reviewed and returned. **HOWEVER**, the student will receive a grade of zero (0) for the assignment.

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;
- Identify how you have or could apply the concepts within your community;
- Compare and contrast what you post on a weekly bases with one 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 of thought than can be generalized.”

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 all 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.

You can find the Department Student Handbook at the following link:

http://coleman.hccs.edu/College-Coleman/College_Home/programs/human_svc_tech/Handbook_Practicum_Student_January%202011.pdf

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

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

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