

CHW 53 Course Outline as of Fall 2002**CATALOG INFORMATION**

Dept and Nbr: CHW 53 Title: COMM HLTH ED

Full Title: Community Health Education

Last Reviewed: 2/26/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

Community health worker students will observe and practice health education program planning, promotion, delivery, and evaluation. Health promotion and client self-care techniques will be studied. Community organizing, networking, and client advocacy will also be examined.

Prerequisites/Corequisites:

None

Recommended Preparation:

Eligibility for ENGL 100A or ENGL 100.

Limits on Enrollment:**Schedule of Classes Information:**

Description: Observe and practice health education program planning, promotion, delivery, and evaluation. Health promotion and client self-care techniques will also be studied and practiced.

(Grade Only)

Prerequisites/Corequisites: None

Recommended: Eligibility for ENGL 100A or ENGL 100.

Limits on Enrollment:

Transfer Credit: CSU;
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
CSU GE:	Transfer Area			Effective:	Inactive:
IGETC:	Transfer Area			Effective:	Inactive:
CSU Transfer:	Transferable	Effective:	Fall 1998	Inactive:	Summer 2005
UC Transfer:		Effective:		Inactive:	

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

By the end of the semester, students will be able to:

1. Analyze and evaluate a health education presentation, its planning, implementation, and evaluation methods.
2. Demonstrate how to write a brief evaluation of an educational program.
3. Formulate a needs-assessment for a basic health education presentation.
4. Write a behavioral objective and demonstrate the difference between a process and an outcome objective.
5. Publicize health promotion events, using well-designed flyers, brochures, press releases, public service announcements and other appropriate methods.
6. Identify five (5) media resources for Sonoma County and two (2) media resources specifically for your community.
7. List three practical techniques that would indicate that a health education presentation accomplished its objectives.
8. Acting within your scope of practice as a Community Health Worker, demonstrate appropriate basic health education. Contrast it with inappropriate orientation, diagnosis, treatment, and triage.
9. Role-play six situations in which the Community Health Worker would need to make ethical/legal decisions.
10. Demonstrate how clients could be shown how to determine when to consult a physician.
11. Teach clients how to efficiently use time with a health professional, including how to communicate symptoms.
12. Teach clients to make appropriate use of emergency room and visits to health professionals.
13. Lead a 30-minute workshop for clients on health promotion and self-care.
14. Discuss five (5) important messages for health promotion, self-care,

- and early detection for 25-30 common health conditions.
- 15. Demonstrate the ability to provide basic health education on eight common screening tests and preventive services.
- 16. Describe four effective techniques for motivating clients to prevent disease and use early detection.

Topics and Scope:

- I. Introduction
 - a. Purpose of CHW Program
 - b. Syllabus review
 - c. Expectations
 - d. Text Previews
- II. Motivating Behavior Changes
 - a. Effective and ineffective techniques
- III. Program Planning for a Health Education Presentation
 - a. Needs assessment techniques
 - b. Writing behavioral objectives
 - c. Developing a work plan
 - d. Setting up successful meetings
 - e. Organizing publicity
 - f. Networking in the community
 - g. Evaluating the presentation and writing a brief report
- IV. Self-Care
 - a. Defining self-care
 - b. Cross-cultural research findings about wellness and self-care
 - c. Appropriate and efficient use of health services
 - 1. Determining when to consult a health professional
 - 2. Making efficient use of time with the health professional
 - 3. Being active in your health care planning
 - d. Scope of practice for CHWs--professional boundaries
 - e. Ethical/legal decision making
- V. Helping Clients Use Managed Care Systems
 - a. Overview of managed care plans
 - b. Functions of primary care providers
 - c. Pharmacy services
 - d. Receiving care outside the systems
 - e. Appropriate use of emergency rooms
 - f. Alternative care treatments
- VI. Disease Prevention and Early Detection
 - a. Ten ways to stay healthy
 - b. Nutrition
 - c. Stress Factors
 - d. Exercise
 - e. Immunizations
 - f. Tests for early detection
- VII. Health Education Messages
 - a. Common reasons for primary care visits
 - b. Ten leading causes of death and their controllable causes
- VIII. Leading an Orientation Workshop for Health Promotion and Self-care
 - a. Designing and planning
 - b. Carrying out

- c. Documenting
- d. Evaluating

Assignment:

1. Plan a health education program using needs assessment techniques. Write behavioral objectives (process and outcome) for the plan. Lead a planning meeting.
2. Develop publicity plan for the health education program. Develop outreach strategies, media communications, and other promotional materials. Establish community networks and methods of evaluation.
3. Roleplay health intervention techniques and write a brief evaluation of an intervention.
4. Describe or demonstrate how to motivate clients to carry out prevention and early detection behaviors.
5. Research and report on street safety for your work community.
6. Give class presentations/evaluations of your health education programs.
7. Roleplay scenarios with CHWs practicing one-on-one health education sessions based on common situations.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework

Writing
30 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Health education scenarios

Problem solving
30 - 45%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

motiv technique, class & commun presentations

Skill Demonstrations
5 - 10%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, Matching items, Short essay

Exams
5 - 10%

Other: Includes any assessment tools that do not logically fit into the above categories.

Participation & attendance

Other Category
5 - 10%

Representative Textbooks and Materials:

Health Profile, Sonoma County Department of Health Services, 2000

Healthwise Handbook. Healthwise, Inc. 1995

Instructor - prepared materials