

CHW 153 Course Outline as of Summer 2005**CATALOG INFORMATION**

Dept and Nbr: CHW 153 Title: COMMUNITY HEALTH 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: CHW 53

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:

Concurrent Enrollment in CHW 152 and CHW 152L

Recommended Preparation:

Eligibility for ENGL 100 or ESL 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: Concurrent Enrollment in CHW 152 and CHW 152L

Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit:

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:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of this course, students will be able to:

1. Analyze and evaluate a health education presentation, its planning, implementation, and evaluation methods.
2. Formulate a needs assessment for a basic health education presentation.
3. Write a behavioral objective and demonstrate the difference between a process and an outcome objective.
4. Publicize health promotion events, using well-designed flyers, brochures, press releases, public service announcements and other appropriate methods.
5. Identify media resources for Sonoma County.
6. List three practical techniques that would indicate that a health education presentation accomplished its objectives.
7. Act within your scope of practice as a Community Health Worker(CHW), demonstrate appropriate basic health education. Contrast it with inappropriate orientation, diagnosis, treatment, and triage.
8. Accomplish, and evaluate externship-based learning to make ethical or legal decisions.
9. Demonstrate how clients could be shown how to determine when to consult a physician.
10. Teach clients how to efficiently use time with a health professional, including how to communicate symptoms.
11. Teach clients to make appropriate use of emergency room and visits to health professionals.
12. Discuss a minimum of five important messages for health promotion, self-care, and early detection for 25-30 common health conditions.
13. Demonstrate the ability to provide basic health education on eight common screening tests and preventive services.
14. Describe four effective techniques for motivating clients to prevent

disease and use early detection.

Topics and Scope:

- I. Introduction
- II. Motivating Behavior Changes: 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. Teaching short segments regarding health topics to individuals
 - a. Designing and planning
 - b. Implementing to small groups, to larger groups, plus facilitating support groups.
 - c. 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 a 3-5 page publicity plan for the health education program.

- Include outreach strategies, media communications, and other promotional materials. Include community networks and methods of evaluation.
3. Role play 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 give oral report on street safety for your work community.
 6. Give class presentations and prepare evaluations of various health education topics: team, short, then longer presentations. Final presentation will be 20-30 minutes and include visual aides and pre/post client testing and a selected health topic.
 7. Role play scenarios with Community Health Workers (CHWs) practicing one-on-one health education sessions based on common situations.
 8. Quizzes (2-4); final exam.
 9. Reading: 5-15 pages per week.

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.

Behavioral obj; publicity plan; evaluation.

Writing
10 - 20%

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.

Client motivation techniques, presentations.

Skill Demonstrations
25 - 30%

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. 2003

Instructor-prepared materials