

**CHW 153 Course Outline as of Fall 2020****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	8	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:**

Strategies will be developed for effective health education by Community Health Workers (CHWs). Topics include the CHW role in facilitating groups, community health education trainings for specific health issues, promoting health in communities, and assisting clients in accessing health and social service agencies.

**Prerequisites/Corequisites:**

Course Completion of CHW 150, CHW 151 and CHW 151L

**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

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

Description: Strategies will be developed for effective health education by Community Health Workers (CHWs). Topics include the CHW role in facilitating groups, community health education trainings for specific health issues, promoting health in communities, and assisting clients in accessing health and social service agencies. (Grade Only)

Prerequisites/Corequisites: Course Completion of CHW 150, CHW 151 and CHW 151L

Recommended: Eligibility for ENGL 1A or equivalent  
Limits on Enrollment:  
Transfer Credit:  
Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>
<b>UC Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>

**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. Explain the various roles of CHWs in community health education.
2. Demonstrate ability to work effectively with clients on a variety of health issues, in a variety of settings.
3. Appropriately use medical terminology, anatomical terms, and drug categories when conversing with clients and medical professionals.
4. Give examples of health education messages for some common health issues.
5. Develop a community health education training plan including goals and learning outcomes.
6. Describe the unique benefits of group work.
7. Identify and describe some of the ways that CHWs can work at the community level.
8. Describe ways to help clients access health and social service agencies.
9. Complete a resume and cover letter to apply for a CHW position.

### **Topics and Scope:**

- I. Introduction to Community Health Education
  - A. CHW history of health education
  - B. Venues for health education
  - C. Essential preparation for CHW
- II. Medical Language for CHW Health Education Selected Terminology
- III. Disease Prevention and Early Detection
  - A. Prevention related to the leading causes of mortality and morbidity
  - B. Health education messages
  - C. Common reasons for primary care visits
- IV. Facilitating Community Health Education Trainings
  - A. Overview of training, goals and objectives
  - B. Adult learning theory

- C. Strategies for effective health education
- D. Plans and preparation
- E. Common challenges
- F. Evaluation
- V. Facilitating Groups
  - A. Nature and purpose of group work
  - B. Types of groups
  - C. Unique benefits of groups
  - D. Group functions and process
  - E. Group facilitator roles
  - F. Stages of group work
  - G. Common challenges of group facilitation
  - H. Ethics and group facilitation
- VI. Promoting Health at the Community Level
  - A. The value of promoting change at the community level
  - B. How community-level change happens
  - C. Action teams: community-centered movements for social change
- VII. Helping Clients Access Health & Social Services
  - A. Overview of managed care plans
  - B. Functions of primary care providers
  - C. Pharmacy services
  - D. Appropriate use of emergency rooms
  - E. Alternative care treatments
- VIII. Professional Skills: Getting a Job, Keeping a Job, and Growing on the Job
  - A. Job opportunities
  - B. Applications, cover letters, resumes, and references
  - C. Interview techniques
  - D. Job retention
  - E. Professional development and career advancement

### **Assignment:**

1. Read 10-30 pages per week from textbook
2. Complete chapter review exercises for designated textbook chapters
3. Utilize medically reliable Internet resources to examine specific diseases and health issues, drug categories and medication use
4. Role play challenging client-CHW interactions to demonstrate alternate approaches
5. In small groups, write health education messages for common health issues in Sonoma County
6. In small groups in class, plan, outline, and present a community health education project including an interactive activity and an evaluation activity
7. Write a 1-2 page paper on setting up a specified community health group, including facilitator roles and the common challenges that might be expected
8. In small groups, develop a selected community-centered movement for social change and present in class
9. Complete a resume and cover letter. Answer interview questions in a small group
10. Quizzes (2-4); final exam

### **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.

Chapter reviews, community health group paper, resume and cover letter

Writing  
30 - 45%

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

Plan, implement, and evaluate a health education project

Problem solving  
10 - 20%

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

Health education topic presentation on social change movement, role play

Skill Demonstrations  
15 - 25%

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

Quizzes and final exam

Exams  
10 - 25%

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

Participation and attendance

Other Category  
5 - 10%

### **Representative Textbooks and Materials:**

Instructor prepared materials

Foundations for Community Health Workers. 2nd ed. Berthold, Timothy. Wiley. 2016