CENTRAL TEXAS COLLEGE  
MENTAL HEALTH SERVICES DEPARTMENT  
SYLLABUS FOR CHLT 1301  
Introduction to Community Health

Semester Hours Credit: 3  
48 Contact Hours

INSTRUCTOR: ________________________  
OFFICE HOURS: _______________________

I. INTRODUCTION

A. This course is designed to provide a basic understanding of variables that affect health sectors in the community.

B. This course is required to meet the curriculum requirements for the Central Texas College’s Community Health Worker Certificate.

C. This course is occupationally related and serves as preparation for jobs in the Community Health Worker field.

D. Prerequisite(s): None

II. LEARNING OUTCOMES:

Upon successful completion of this course, CHLT 1301, Introduction to Community Health, the student will be able to:

A. Identify and list the determinants of health at the individual and community level. (F1, 2, 5-17; C1, 3-20)

B. Implement Community assessment techniques to include demographics, mapping and analysis of government agency services. (F1, 2, 5-17; C1, 3-20)

C. Describe tracking techniques of clients and services. (F1, 2, 5-17; C1, 3-20)

D. Specify the dynamics in relationship building among groups, organizations and individuals in a community. (F1, 2, 5-17; C1, 3-20)

E. Identify initiatives that will impact the health status of a poor, under-served community. (F1, 2, 5-17; C1, 3-20)

F. Describe the job responsibilities, personal skills and aptitudes of a community health worker, to include certification competencies. (F1, 2, 5-17; C1, 3-20)

G. Define and describe key concepts in maternal, infant and child health. (F1, 2, 5-17; C1, 3-20)

H. Describe stress and its impact on physical and mental health to include methods and techniques of managing stress. (F1, 2, 5-17; C1, 3-20)

September 19, 2018
Program Threads and SCANS Competencies

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.

**Program Threads:**
- Communication
- Legal and Ethical Practices
- Effective Helping
- Diversity
- Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources:** identifies, organizes, plans, and allocates resources (C1-C4).
- **Information:** acquires and uses information (C5-C8).
- **Interpersonal:** works with others (C9-C14).
- **Systems:** understands complex interrelationships (C15-C17).
- **Technology:** works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills:** reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills:** thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities:** displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

III. INSTRUCTIONAL MATERIALS

A. The instructional materials identified for this course are viewable through www.ctcd.edu/books
B. Other Instructional Materials: as directed by the instructor.

IV. COURSE REQUIREMENTS

A. Reading Assignment: It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings.

B. Assignments: Assigned written work is detailed in the syllabus. All assigned work must be submitted by the due dates. No late papers will be accepted.

C. Class Performance: Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details.

D. Class Participation: Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives.

V. EXAMINATIONS

A. There will be a minimum of two major examinations. Examinations will be essay, multiple choice, true/false, or short answer.

B. No make-up examinations will be scheduled; alternative arrangements must be made with the instructor individually PRIOR to the exam date. Unexpected absences due to illness or extenuating circumstances will require the students to see the instructor as soon as possible.

VI. SEMESTER GRADE COMPUTATIONS

It is the student’s responsibility to complete the course requirements as defined within the syllabus. The final grade will be based on the information below.

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<thead>
<tr>
<th>Item</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Discussions (25 points each)</td>
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<tr>
<td>Written Assignments (50 points each)</td>
<td>400</td>
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<td>Numerical Grade</td>
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<td>900-1000</td>
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<td>600-699</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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A student must take the final examination to receive a grade for the course.

NOTE: The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. Course Withdrawal: It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters, or Friday of the 9th week during the 12-week fall and spring semesters.

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade for submission to the registrar.

C. Incomplete Grade: The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course

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work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course . . .” Prior approval from the instructor is required before the grade of “IP” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. **Americans with Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Discrimination Policy:** Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability, age or veterans’ status.

**VIII. COURSE OUTLINE**

**Module One: Community Health Workers’ Roles**

*Learning outcomes:* Upon successful completion of this module the student will be able to:

- Describe CHWs and what they do
- Identify where CHWs work, the populations they work with, and the health issues they address
- Explain the core roles that CHWs play in the health and social services fields
- Discuss the core competencies that CHWs use to assist individuals and communities
- Describe personal qualities and attributes that are common for successful CHWs
- Discuss emerging models of care and opportunities for CHWs

**Key Terms/Concepts:** advocate, capitation, credentialing, health inequalities, social justice

*Learning Activities:*
Read: Chapter 1

Module One Assignments:
Written: List and answer the odd numbered chapter review question for each chapter within this module.
Discussion: What are the personal qualities of successful CHWs? What other qualities do you think that CHWs should have? Which of these qualities do you bring into the field of work? Which of these qualities do you need to work on? Make sure to respond to at least one other discussion posting.

Module Two: History of the Community Health Worker

Learning outcomes: upon successful completion of this module the student will be able to:
• Describe the contributions of CHWs in promoting the health of individuals and communities worldwide
• Discuss major trends and debates that have impacted the development of the CHW field in the United States
• Discuss the role that CHWs have played in advocating for greater recognition and respect for their field

Key Terms/Concepts: natural helping system, self-determination, capacity building

Learning Activities:
Read: Chapter 2

Module Two Assignments:
Written: List and answer the even numbered review questions for each chapter within this module.
Discussion: How can you help to develop the CHW field? Make sure to respond to at least one of your classmate’s postings.

Module Three: Introduction to Public Health

Learning outcomes: upon successful completion of this module the student will be able to:
• Define health and public health
• Explain how the feel of public health is different from the field of medicine
• Explain why public health is concerned with health inequalities
• Discuss the relationship beaten promoting social justice and promoting public health
• Discuss public health’s emphasis on prevention
• Explain the spectrum of prevention and provide examples or each of the six levels

Key Terms/Concepts: chronic disease, ecological model, environmental justice, epidemiology, health cobenefit, infant mortality, infectious disease, life expectancy, prevalence, populations, primary prevention, secondary prevention, social determinants of health, spectrum of prevention, tertiary prevention
Learning Activities:

Read: Chapter 3

Module Three Assignments:
Written: List and answer the odd numbered review questions for each chapter within this module.
Discussion: What are some of the most important public health issues within your community? Make sure to respond to at least one other discussion posting.

Module Four: Promoting Health Equality

Learning outcomes: upon successful completion of this module the student will be able to:

- Define health inequalities
- Discuss and analyze the data that document health inequalities among populations
- Explain how social inequality result in health inequalities
- Discuss how health inequalities are harmful to our society
- Describe how health inequalities are preventable
- Examine the role of CHWs in overcoming health inequalities and promoting social justice

Learning Activities:
Read: Chapter 4

Key Terms/Concepts: child mortality, epigenetics, infant mortality, life expectancy, maternal mortality, morbidity redlining, social gradient

Module Four Assignments:

Written: List and answer the odd numbered review questions for each chapter within this module.
Discussion: Research the infant mortality rate worldwide. Which country has the highest rate? What country has the lowest rate? What do you believe is the cause of that discrepancy? What is the gap or inequity between life expectancy for African-Americans and White Americans in your hometown and what can CHWs do to narrow this gap? Make sure to respond to at least one other discussion posting.

Module Five: Introduction to Health Care and Health Policy in the United States

Learning outcomes: upon successful completion of this module the student will be able to:

- Explain how health care services are financed or paid for in the United States
- Describe major changes to the system due to the Affordable Care Act
- Describe who provides health care services in the United States
- Analyze the ranking of health status in the United States versus other countries
- Identify resources that serve low-income clients

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Discuss how public policy is made, including policies about access to health care for low income communities.

Describe the remaining gaps in the coverage and care delivery systems and who is left out.

Discuss and provide examples of how CHWs can participate in the public policy process.

Define key terms and concepts in this module.

**Key Terms/Concepts:** advance premium tax credits, Affordable Care Act, Children’s Health Insurance Program (CHIP), copayments, deductible, electronic health records, federal poverty level, grassroots organizing, health insurance marketplaces, individual mandate, market forces, Medicaid, Medicare, premiums, safety net, scope of practice, Small Business Health Options Program (SHOP), stakeholder, Universal Health Care

**Learning Activities:**

**Read:** Chapter 5

**Module five Assignments:**

Written: List and answer the odd numbered review questions for each chapter within this module.

Discussion: Why is health care so expensive in the United States? Research the eligibility criteria for Medicaid in your state; what are the requirements? Where do those who are uninsured go for health care in your area? Make sure to respond to at least one other discussion posting.

**Module Six: Cultural Humility**

Learning outcomes: Upon successful completion of this module the student will be able to:

- Define the concept of cultural humility
- Describe the changing population of the US and how this affects the work of CHWs
- Discuss how historical and institutional discrimination affects the health of target communities and influences their work with public health providers
- Analyze the importance of becoming lifelong learners and practitioners of cultural humility
- Discuss and analyze concepts of rational health beliefs and practices and how they may influence the delivery of services to clients
- Identify, analyze, and apply models for practicing cultural humility and conducting client-centered interviews regarding health issues, including the Tool to Elicit Health Beliefs and the LEARN Model
- Create a personal learning plan in order to become a culturally effective CHW

**Learning Activities:**

**Key Terms/concepts:** gender identity, heterogeneity, structural racism, structural discrimination

**Read:** Chapter 6

**Module 6 Assignments**

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Written: List and answer the evened numbered review questions for each chapter within this module.

Discussion: How can we practice cultural humility? What are some examples of structural racism and structural discrimination? What are your thoughts and feelings when you read about the government-sanctioned Tuskegee study or the sterilization of Puerto Rican communities? Be sure to respond to at least one other posting.

Module Seven: Stress Management and Self Care/Professional Skills

Learning Outcomes: Upon successful completion of this module the student will be able to:

- Define stress and burnout
- Recognize common source of stress (stresors) and stress responses
- Assess personal signs of stress
- Better manage your stress and prevent burnout
- Develop an action plan for self-care
- Support a client with stress reduction planning
- Discuss the meaning and challenge of code switching
- Develop a professional resume
- Prepare for a job interview
- Identify dress codes at your internship site/workplace/or school
- Identify and practice verbal and written communication skill relevant for CHWs, including how to provide and receive constructive feedback in a professional manner
- Discuss the challenge of establishing healthy professional boundaries and making sound choices regarding disclosure of personal information
- Apply time management skills to your life, study, and work
- Develop life and professional goals, including a plan for professional development
- Define key terms

Key Terms/Concepts: burnout, post-traumatic stress, stress, stressor, code switching, resume, supportive and corrective feedback

Learning Activities:
Read: Chapters 12 and 14

Module Seven Assignments
Written: Complete an internet search for three different positions for a Community Health Worker. List the requirements for the position and state whether you currently meet those requirements. If you do not, what would you need to do in order to meet them? Complete a resume to apply for one of those positions.

Discussion: What are some “positive” and “negative” stressors that you have experienced? Complete the Stress Self-Assessment on pages 331-335 in your textbook. Submit a summary of your responses. Also, share some strategies that you use to relax such as exercising, meditating etc.

How do you receive constructive criticism? What can you do to receive constructive criticism in a positive manner?

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Module Eight:
Learning Outcomes: Upon successful completion of this module the student will be able to:

- Define community diagnosis and discuss key concepts and methods related to community diagnosis
- Explain how community diagnosis is used to guide public health programs and efforts to advocate for social change
- Describe and apply seven keys steps in a community diagnosis process
- Participate in the design and execution of a community-centered and strength based community diagnosis
- Discuss the role of the CHW in community diagnosis
- Identify and develop effective research tools for gathering information for the diagnosis
- Summarize and analyze research findings
- Explain how research findings are used to develop an action plan
- Define key terms and concepts in this module.

Learning Activities:

Read: Chapter 22

Key Terms/Concepts: assessment of community strengths and assets, content analysis, Institutional Review Boards, Leading Questions, Needs Assessment, Qualitative Data, Quantitative Data, Root Causes, Sample

Module Eight Assignments:
Written: Write an essay (at least ½ page) on the following:
What are the key steps in conducting a community diagnosis? How can bias undermine a community diagnosis?

Discussion: What is the contact information (to include the website) for your local city, county or regional health department? What kind of data is included on the website?

***Research Project
Compile a Resources list of social services agencies for your community. Make sure to list (at minimum) the physical location, contact information, eligibility criteria and a summary of the services that they provide. Following are some sources that can be utilized to compile the list: the internet, a list of businesses from the chamber of commerce, the United Way, the newspaper, bulletin boards in community center, and your friends and family members might be able to provide information. Use the following as guide as you prepare your list: Community Mental Health Resource Directory Guidance and Template: strategies for system change in children’s mental health: a chapter action kit https://www.aap.org/en-us/Documents/mh_directory_guidance_and_template.pdf
<table>
<thead>
<tr>
<th>Service</th>
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<td>Eligibility/services:</td>
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<td>Substance Use Disorder Treatment [Name]</td>
<td>Service:</td>
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<td>Pharmacy [Name]</td>
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