



2017-2018

Community Health Worker

OUTLINE

DESCRIPTION:

Community Health Workers (CHW/Promotoras) are frontline public health workers who are trusted members of and/or have an unusually close understanding of the community they serve. CHWs also build individual and community capacity by increasing health knowledge and self-sufficiency through a range of activities such as outreach, community education, informal counseling, social support, and advocacy. Throughout this course, students will develop an understanding of the community's social networks as well as its strengths and special health needs. Students will develop the skills necessary to build a trusting relationship and to serve as a liaison/link/intermediary between health, social services, and the community. Students will learn how to facilitate access to services and improve the quality and cultural competence of service delivery. Activities in this course include work-based learning that connects students to industry and the local community.

Community Health Worker has been UC a-g approved to meet the elective ("g" – Interdisciplinary) requirement.

INFORMATION:

- A. Pre-requisite: Biology (Required)
Medical Terminology (Required)
- B. Length: One year
- C. Sector: Science & Medical Technology
- D. Pathway: Public and Community Health

O*Net SOC Codes	
Code #	Title
21-1091.00	Health Educators
21-1094.00	Community Health Workers
43-4051.03	Patient Representatives

Orientation
<ul style="list-style-type: none">A. Introduce the course and facilities.B. Discuss the syllabus and major objectives.C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines.D. Review instructor/student expectations.E. Explain enrollment and attendance requirements and procedures.F. Review grading and student evaluation procedures.G. Discuss the community classroom aspect of the program if applicable.H. Discuss the “next steps” related to additional education, training, and employment.I. Review classroom safety, emergency and disaster procedures.
1. Communication Skills
<ul style="list-style-type: none">A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.B. Read and interpret written information and directions.C. Practice various forms of written communication appropriate to the occupation.D. Practice positive body language skills.E. Practice professional verbal skills for resolving a conflict.F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.
2. Interpersonal Skills
<ul style="list-style-type: none">A. Demonstrate positive teamwork skills by contributing to a group effort.B. Practice the importance of diversity awareness and sensitivity in the workplace.C. Define sexual harassment in the workplace and identify the employee’s role and responsibility.D. Practice participation skills.E. Identify different personality types and strategies for working effectively with each type.F. Practice business and social etiquette skills appropriate to the occupation.G. Discuss the role of business and personal ethics in the decision-making process.H. Evaluate various job-related scenarios and justify decisions based on ethics.I. Demonstrate flexibility and adaptability in working with others.J. Demonstrate the use of time management skills.
3. Employability Skills
<ul style="list-style-type: none">A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable.

- B. Prepare a resume, cover letter, and job application forms.
- C. Demonstrate interviewing techniques using appropriate tone and body language.
- D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.
- E. Identify strategies for employment retention.
- F. Analyze the impact of social networking on employability.
- G. Identify the need for continuing education, professional development, and professional growth in chosen field.
- H. Identify appropriate procedures for leaving a job.
- I. Identify sources of job information, including electronic sources.
- J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

4. Leadership

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Use a variety of means to positively impact the direction and actions of a team or organization.
- G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

5. Personal and Occupational Safety

- A. Demonstrate procedures to be followed in the case of emergencies.
- B. Discuss ways to report a potential safety hazard to a supervisor.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Apply personal safety practices to and from the job.
- E. Demonstrate understanding of the procedure for reporting a work-related hazard or injury.
- F. Recognize the effects of substance abuse in the workplace.

6. Anatomy and Medical Terminology

- A. Demonstrate the ability to use medical terms in their proper context.
 - B. Identify common abbreviations used in medical, clerical, pharmacy and clinical areas.
- List the major body systems and give general functions of each:
- C. Integumentary
 - D. Muscular
 - E. Skeletal

- F. Nervous (including senses)
- G. Cardiovascular
- H. Endocrine
- I. Lymphatic
- J. Immune
- K. Respiratory
- L. Gastrointestinal
- M. Urinary
- N. Reproductive
- O. Identify the basic word building system used in medical terminology.
- P. Utilize word roots, combining forms, prefixes, suffixes, to analyze unfamiliar medical terms and phrases.
- Q. Identify and demonstrate pronunciation of medical terms.
- R. Describe the financial implications of errors in the use of medical terminology.
- S. Identify anatomical descriptors and fundamental human body structure.

7. Role, Advocacy, and Outreach

- A. Define scope of practice for Community Health Worker.
- B. Define outreach and identify ways to connect with community.
- C. Identify and use 9-1-1 and 2-1-1 systems appropriately and ethically.
- D. List personal safety strategies.
- E. Identify and recognize signs of stress.
- F. Identify and utilize coping strategies for managing stress and staying healthy.
- G. Define advocacy.
- H. Discuss strategy for effective advocacy work.
- I. Identify professional organizations for Community Health Care Workers.
- J. Explain the need for continuing education and professional development.

8. Community Organizations and Resources

- A. Identify ways to gather information about community resources.
- B. Identify sources of current information about health issues.
- C. Identify methods to use information to promote health of self, families and clients.
- D. Identify methods of preventative health of self.
- E. Prioritize client information into an effective plan or timeline.

9. Teaching and Capacity Building

- A. Provide clients with information based on individual needs and desires.
- B. Employ effective communication skills when collaborating with client and other members of service team.
- C. Collect client data specific to healthy behaviors, safety and psychosocial issues.
- D. Construct a plan with clients that promote health care and social responsibility.
- E. Utilize a variety of teaching strategies with clients.
- F. Construct health promotion activities to address community needs.

10. Legal and Ethical Responsibilities

- A. Define confidentiality, HIPAA, and ethical aspects of confidentiality.
- B. Describe legal responsibility of Community Health Worker in mandatory reporting.
- C. Explain the impact of culture in the context of full disclosure.
- D. Define role of a Community Health Worker and boundaries of a Community Health Worker.
- E. Describe cultural brokering.
- F. Define liability and malpractice.
- G. Explain how ethics influence the care of clients.

11. Coordination, Documentation, and Reporting

- A. Identify forms that comprise a client record.
- B. Create and maintain records following legal principles when documenting.
- C. Identify what information must be included in client records.
- D. State reasons for timeliness of documentation and its practical applications.
- E. Identify, create and maintain organized system of community resources.

12. Health Promotion

- A. Promote a healthy lifestyle in self, clients, families and communities.
- B. Assist families to develop the necessary skills and resources to improve their health status, family functioning and self-sufficiency.
- C. Identify the principles of health and a healthy lifestyle.
- D. Describe the elements of healthy lifestyles including weight, exercise, recreation, relaxation, and managing stress.
- E. Explain the considerations of supporting a healthy lifestyle such as assisting clients with understanding healthy eating patterns, planning for exercise, being knowledgeable about their medications, talking with their doctors, and controlling substances such as tobacco.
- F. Identify the issues of drugs and alcohol.
- G. Demonstrate different ways to educate clients about healthy lifestyles.
- H. Explain the requirements needed to realize personal safety and protection from infection.
- I. Assist families with application procedures for such services as Medicaid, Covered California, Child Health Plus and WIC.

13. Health Promotion – Cardiac Care

- A. Identify ways Community Health Workers can work with communities and community members to prevent heart disease and stroke by encouraging healthy eating, physical activity, tobacco control, and stress reduction at the individual, family, and community level.
- B. Describe how the heart and blood vessels work.
- C. Recognize the risk factors for and causes of heart disease and stroke.
- D. Explain the warning signs of heart attack, stroke, heart disease, and other conditions that can lead to heart attack and stroke.
- E. Explain the most common treatments for diseases of the heart and blood vessels, for heart attack and stroke, and for contributing conditions, such as high blood pressure, high blood cholesterol, and diabetes.
- F. Discuss the emotional and socio-economic impacts of heart disease and stroke on clients and their families.
- G. Demonstrate how Community Health Workers can assist their clients, families and the people in the community who are living with heart disease or a stroke-related disability take care of themselves, and prevent a second heart attack or a second stroke.

14. Health Promotion – Maternal/Child/Teen

- A. Describe the cycle of birth from prenatal to labor and delivery to post-partum care and the role the Community Health Worker can play in this cycle.
- B. Describe the significance of such issues as sexuality and family planning when supporting clients and their families.
- C. Describe the implications of STDs, substance abuse, and domestic violence and their impact on clients, their families and the community.
- D. Relate the benefits of breastfeeding and how to assist mothers if they select it.
- E. Identify the nutritional needs of mothers and infants.
- F. Explain cultural implications of the cycle of birth and mothering of infants.
- G. Explain the life stages of children including early childhood development through to teen years and the unique aspects of each stage.
- H. Explain the special considerations needed when dealing with teen behaviors and their health.
- I. Explain the need for children to receive immunizations and regular health care.
- J. Address issues such as completing high school education, selecting appropriate childcare, and handling the multiple demands of work/school and child rearing.

15. Health Promotion – Diabetes

- A. Develop plans for teaching diabetic clients and helping them achieve their highest level of wellness.
- B. Identify diabetes prevention.
- C. Explain how to balance food, physical activity, and hygiene with diabetic treatment.
- D. Define diabetes.
- E. Recognize the risk factors for diabetes.
- F. Identify the signs of diabetes and the tests used for diagnosing diabetes.
- G. Identify long term complications associated with diabetes.

16. Health Promotion – Cancer

- A. Identify appropriate resources needed by cancer clients and how to link clients with those resources.
- B. Identify cancer prevention and reversal.
- C. Identify the incidence of common types of cancer and the risk factors.
- D. Describe how tumors form and list the terminology used to describe cancer processes.
- E. Identify the appropriate screening tests for diagnosing selected cancers.
- F. List the types of treatments used for cancer clients and their implications.
- G. Relate the emotional stages clients go through when dealing with a cancer diagnosis.
- H. Recognize the cultural impact of a cancer diagnosis and its treatment.

17. Health Promotion – Dental

- A. Identify insurance resources and how to use screening forms and complete Medicaid applications.
- B. Locate oral health resources for clients and their families and ways in which they can access them.
- C. Relate the strategies needed to offer oral hygiene instruction such as tooth brushing and flossing.
- D. Describe dental anatomy and list the names and parts of the mouth.
- E. Discuss the elements of oral hygiene care and the guidelines that parents can use.
- F. Identify the nutrition needed to achieve good oral health.
- G. Explain how fluoride is used and dental caries can be prevented.

18. Health Promotion – Mental Health

- A. Describe indicators of good mental health across the life cycle.
- B. Explain the ethical and legal aspects of the Community Health Workers role in working with mentally ill clients.
- C. Demonstrate empathy for those affected by mental illness and discuss these issues with sensitivity.

19. Externship and Community Outreach

- A. Complete 90 hours of Community Outreach.
- B. Complete 90 hours of supervised practical experience (Community Classroom).
- C. Use a range of effective communication skills to interact with clients and provide accurate and relevant information/documentation.
- D. Interact effectively within the community and its culture by building trust, being culturally responsive and working within diverse team settings.
- E. Network within the community and throughout the healthcare system to provide needed services and resources for clients and their families.

Key Assignments

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.).	1A, B, D 3B - D, I, J	2 3	2 3		LS 11-12.6 SLS 11-12.2
2. Students will analyze community demographics, cultures and environmental factors; then develop a portfolio of local resources to use when consulting with various clients.	6A, B, C 7A, B, C 8A, B, C 10A, B C 11C 14A - C 16A 17A, B 18A	2 11	2	B1.0 B5.0 B13.0 E1.0 E2.0 E4.0	RSIT 11-12.4, RSIT 11-12.7 WS 11-12.4
3. Students will interview a community member; develop a health care plan including resources to meet their needs. Present the plan to the client. Conduct a follow-up interview to assess the plans' effectiveness.	6A - C 7A - C 9A, B 11B 12A, B 18B 19A	1 2 5 8 11	2 5 10	B1.0 B2.0 B4.0 B5.0 B6.0 E1.0 E2.0	RSIT 11-12.7 WS 11-12.4 WS 11-12.7
4. In teams, students will plan and facilitate a resource fair designed to educate the community based on identified needs.	2A, D - F 8C 9A, B 12A 13A 18B	1 2 7 8 9	2 4 5 8 9	B1.0 B2.0 B5.0 B13.0 E1.0 E2.0	LS 11-12.3, .4, .6 RSIT 11-12.4, .9

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
5. Students will write a 3-5 page paper- research the role of the CHW and how it could impact the local community. *	1C 7A, B, G - J	1 2 4 11	2 3 4 5 10	B1.0 B13.0 E1.0	LS 11-12.3, .4, .6 LS 11-12.6 WS 11-12.4, .6, .7
6. Students will compare and contrast the differences in state laws regarding CHWs, present to class digitally.*	1A, B 7A, I 10A, B, D, F, G 11B	1 5 11	2 4 5 8 10	B1.0 B5.0 E1.0	LS 11-12.3, .4, .6 LS 11-12.6 SLS 11-12.2 WS 11-12.4
7. Students will analyze community demographics, cultures, and environmental factors. Develop a portfolio of local resources to use when consulting with various clients.*	1B, C. 8A – C, E 9A, C, D 11E	1 2 3 4 5 10 11	2 3 4 5 10	B1.0 B6.0 B13.0 E1.0 E2.0	LS 11-12.3, .4, .6 LS 11-12.6 SLS 11-12.2 WS 11-12.4, .6
8. Students will debate: The ethics of Health Care Reform and the Affordable Care Act.*	1A – C 10G 12I	1 2 5 7 9	2 5 7 9	B6.0 E2.0 E4.0	LS 11-12.3 LS 11-12.6 SLS 11-12.2 SLS 11-12.1 SLS 11-12.1d

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
		12			
9. Students will research and present a healthy lifestyle presentation to a selected population. Develop and publish effective informational materials appropriate for the population.*	1A, C 12A – E, G	1 2 3 4 10 11	2 3 4 5 10	B1.0 B5.0 B6.0 E1.0 E2.0 E4.0	LS 11-12.3 LS 11-12.6 RSIT 11-12.7, .9 SLS 11-12.2 WS 11-12.4, .6
10. Students will develop a public presentation on how to prevent heart disease and stroke through healthy eating, physical activity, tobacco control, and stress reduction.*	1A, D 13B – D	1 2 3 4 10 11	2 3 4 5 10	B1.0 B2.0 B5.0 B6.0 E2.0 E4.0	LS 11-12.3 LS 11-12.6 RSIT 11-12.7, .9 SLS 11-12.2 WS 11-12.4, .6
11. Students will publish an informational media piece communicating the emotional and socio-economic impacts of heart disease and stroke on clients and their families.*	1C 13A, F	1 2 3 4 10 11	2 3 4 5 10	B1.0 B2.0 B5.0 B6.0 E2.0 E4.0	LS11-12.3 LS 11-12.6 RSIT 11-12.7, .9 SLS 11-12.2 WS 11-12.4, .6
12. Students will publish an information piece describing how CHWs can assist clients and their families to live with heart disease or stroke related disabilities; include information on how to prevent a	1C 13G	1 2	2 3 4	B1.0 B2.0 B5.0	LS11-12.3 LS 11-12.6 RSIT 11-12.7, .9

Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
second attack or stroke.*		3 4 10 11	5 10	B6.0 E2.0 E4.0	SLS 11-12.2 WS 11-12.4, .6
13. Focusing on a specific sub-group, students will research and present the impact of cultural norms and beliefs on issues of sexuality and family planning. Provide statistical data to support presentation.*	1B, C 14B, F	1 2 3 4 10 11 12	2 3 4 5 10	B1.0 B2.0 B5.0 B6.0 E2.0 E4.0	LS11-12.3 LS 11-12.6 RSIT 11-12.7, .9 SLS 11-12.2 WS 11-12.4, .6
14. Students will research and identify regional resources designed to support cancer clients.*	1A, B 16A	1 2 3 4 10 11	2 4 5 10	B1.0 B2.0 B5.0 B6.0 E2.0 E4.0	LS11-12.3 LS 11-12.6 RSIT 11-12.7, .9 SLS 11-12.2 WS 11-12.4, .6
15. In teams, students will plan and facilitate a resource fair designed to educate and inform a community on regional resources available to cancer clients.*	2A, D-F 8C 9A, B 16A, E, F	1 2 7 8 9	2 4 5 8 9	B1.0 B2.0 B5.0 B13.0 E1.0 E2.0	LS 11-12.3, .4, .6 RSIT 11-12.4, .9 SLS 11-12.1 SLS 11-12.1d

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Assignment	Competencies	Career Ready Practices	Anchor Standards	Pathway Standards	CCSS
16. Students will identify insurance resources, utilize screening forms and complete Medicaid applications.*	1A, C 12I 17A	1 2 3 4 5 11	2 3 4 10	B1.0 B6.0 E1.0	LS 11-12.3 LS 11-12.6 RSIT 11-12.7, .9 SLS 11-12.2 WS 11-12.4, .6
17. Students will write a 3-5 page paper discussing the cultural implications of being diagnosed with a mental illness.*	1C 18F	1 2 3 4 5 11 12	2 3 4 5 10	B1.0 B2.0 B5.0 B6.0 E2.0 E4.0	LS11-12.3 LS 11-12.6 RSIT 11-12.7, .9 SLS 11-12.2 WS 11-12.4, .6

* = UC a-g required assignment

Standards Assessed in this Program

Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

Anchor Standards

2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

5.0 Problem Solving and Critical Thinking

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

9.0 Leadership and Teamwork

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

10.0 Technical Knowledge and Skills

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

Pathway Standards

Health Science and Medical Technology – Patient Care

B1.0 Recognize the integrated systems approach to health care delivery services: Prevention, diagnosis, pathology, and treatment.

B2.0 Understand the basic structure and function of the human body and relate normal function to common disorders.

B5.0 Know the definition, spelling, pronunciation, and use of appropriate terminology in the health care setting.

B6.0 Communicate procedures and goals to patients using various communication strategies to respond to questions and concerns.

B13.0 Research factors that define cultural differences between and among different ethnic, racial, and cultural groups and special populations.

Health Science and Medical Technology –

E1.0 Understand the context and scope of public health on improving health and quality of life in personal, community, and the global population.

E2.0 Design, promote, and implement community health programs which result in health-positive behaviors among all individuals, families, groups in a community, and the global environment.

E4.0 Promote the protection, sustainability, and enhancement of the overall environmental quality of life.

Common Core State Standards

ENGLISH LANGUAGE ARTS

Language Standards

LS 11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LS 11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

LS 11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Information Text

RLST 11-12.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

RSIT 11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RLST 11-12.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Speaking and Listening Standards

SLS 11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SLS 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

SLS 11-12.1d: Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

Writing Standards

WS 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WS 11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

WS 11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.