



Oregon State
University

College of Public Health and Human Sciences
Oregon State University Center for Health Innovation

Course: Entry-Level Community Health Worker Course

Term: season, year

Dates/Times: month, year to month, year

Though the bulk of the course is completed on-line, attendance is required on the following dates:

- Wednesday, month, date from 8:30am-4:30pm, students attend in-person in city*
- Wednesday, month, date from 8:30am-4:30pm, students attend in-person in city*
- Wednesday, month, date from 8:30am-4:30pm, students attend in-person in city*

Location: name County Extension Office
address line 1
address line 2
phone number

Instructor: name email address phone number

Course Information

❖ Course Description

The primary role of the Community Health Worker is to serve as a link between a community and its health and social service systems in order to improve access to and delivery of services, and build capacity for individuals/families/communities to promote their own health and well-being.

This course is designed to prepare the student for work as an entry-level Community Health Worker (CHW). It addresses all competencies required for approval as a CHW training program in Oregon.

This course uses a hybrid-delivery model. Students attend class in-person on three separate occasions (22.5 contact hours), participate in two separate synchronous online sessions (4 contact hours), and complete a series of on-line learning modules (58.5 contact hours).

Prerequisites:

- High school diploma or GED
- Reading and writing proficiency in English language

❖ **Learning Outcomes**

By the end of this course, the student will be able to...

1. Identify and describe Interpersonal Skills relevant for CHWs including organization; communication; cultural competence; and skills relevant to group facilitation, crisis identification, and de-escalation.
2. Identify and describe his/her personal preferred and other common learning styles.
3. Identify and describe strategies for self-efficacy and self-care to prevent burnout as a CHW.
4. List and explain core elements of the CHW Profession, including history, professional roles, scope of practice, code of ethics, and legal responsibilities.
5. Define and illustrate knowledge of factors related to Determinants of Health and Health Promotion including disease, social determinants of health, health disparities among diverse populations, health across the lifespan, trauma-informed approaches to care, stages of change for behavior change, best practices in health promotion, and health literacy.
6. Identify and describe key components of Assessment, including types of data and their use; individual assessment; community needs assessment; resource identification and mapping; and documentation.
7. List and compare Capacity Building skills and techniques such as community engagement, empowerment, and advocacy.
8. Define and illustrate knowledge of adult learning principles, popular education methods, and motivational interviewing techniques.
9. Identify and describe Service Coordination skills and techniques related to navigating systems; working with families, support systems, and community groups; working with supervisors and multidisciplinary teams; building partnerships and managing conflict; and organizing communities.
10. Demonstrate the capacity to Integrate and Apply organization, communication, and cultural sensitivity knowledge and skills relevant to CHWs.

❖ **Course Requirements**

- ✓ Regular and reliable access to a computer and the Internet
- ✓ Attendance and participation for all in-person classes
- ✓ Attendance and participation for all synchronous online sessions
- ✓ Completion of all asynchronous on-line modules
- ✓ Completion of all graded activities:
 - pre-module quizzes
 - post-module quizzes
 - discussion board assignments
 - module review exams
 - self-directed projects
 - module 1's homework assignments

❖ Course Expectations

Students have the flexibility to work on an on-line module at any time during the period of time the module is “opened”. Students are expected to schedule and manage their time so as to be able to complete each module before it is “closed”. Additionally, students are expected to complete all components of one module (including passing the module review exam) before proceeding to the next.

Except for the first week, a week in our course begins on Sunday morning and ends on Saturday evening. For each week/each module, you are to...

- Complete the pre-module self-study quiz before you begin the module
- Complete the module, including any graded discussions (aim to participate with your initial discussion post by Thursday at midnight each week)
- Complete the post-module self-study quiz after you complete the module
- Complete the module review exam after you complete the post-module self-study quiz and before you move on to the next module

❖ Teaching Materials

All course readings, discussions, self-directed activities, and quizzes/exams are designed to help the student meet the competencies required for a Community Health Worker, and are accessed through Canvas -- an online Learning Management System.

Required textbook: NONE.

Recommended textbook: Berthold, Tim, editor. *Foundations for Community Health Workers, 2nd edition*. San Francisco, CA: Jossey-Bass Pfeiffer Imprints, Wiley, 2016.

❖ Evaluation of Student Performance and Grading Criteria

| | |
|---|------------|
| • Pre-module quiz (8 @ 5 points each)..... | 40 |
| • Post-module quiz (8 @ 5 points each)..... | 40 |
| • Online discussions (3 @ 10 points each)..... | 30 |
| • Module review exams (9 @ 10 points each) | 90 |
| • Self-directed Student Project # 1: County Profile | 15 |
| • Self-directed Student Project # 2: Community Resource Directory | 15 |
| • Self-directed Student Project # 3: Case Study | 15 |
| • Module 1’s homework assignments (3 @ 5 points each)..... | 15 |
| TOTAL POINTS POSSIBLE | 260 |

❖ Course Grade

This course is graded on a pass/no pass basis. In order to earn a grade of “pass”, the student must:

- a) fulfill the “course requirements” listed above, and
- b) earn a minimum of 182 points (70% of total possible points).

NOTE: Students who earn a grade of “pass” will be awarded a “certificate of completion”. When you apply to the Oregon Health Authority for certification as a community health worker, you will included a copy of this certificate in your application materials.

❖ **Diversity Statement**

The College of Public Health and Human Sciences strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

❖ **Religious Holidays**

Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see us immediately so that we can make alternative arrangements.

❖ **Students with Documented Disabilities**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

❖ **Academic Dishonesty**

Oregon State University provides clear definition and sanctions for academic dishonesty. We follow these guidelines in defining and handling dishonest behavior in this class. As a result, academic dishonesty of any kind is not tolerated. For suspected academic dishonesty, a meeting with the participant will take place. Participants found cheating, plagiarizing, or participating in any form of academic dishonesty may receive an F or other penalty on the assignment or test, and possibly in the course.

Graded Activities

❖ **Self-Assessment Pre-Module & Post-Module Quizzes** (8 pre-module quizzes @ 5 points each & 8 post-module quizzes @ 5 points each = 80 points for all self-assessment quizzes)

- Pre-Module Quiz: Before each module, there will be a short quiz to test your prior knowledge and to prime you for what you are about to learn. Please answer all of the pre-module quiz questions to the best of your knowledge. Your score for each question will be based on whether or not you answered it. If a quiz is submitted after its “available until” date/time, its score will be reduced by one point per day.

- Post-Module Quiz: After completing the module, you will take the same quiz again to assess your own progress in learning key concepts addressed in the module. Your score for each question will be based on whether or not you answered it. If a quiz is submitted after its “available until” date/time, its score will be reduced by one point per day.

❖ **Online Discussions** (3 discussion assignments @ 10 points each = 30 points)

Your contributions to each of the on-line group discussions are expected to be respectful, thoughtful, and timely. They should indicate that you have reflected on the relevant material and demonstrate your understanding of the key concepts. If you are assigned to reply to the postings of your peers, a simple ‘I agree’ or ‘great response’ or something similar will not be considered as thoughtful and engaged participation.

❖ **Module Review Exams** (9 module review exams @ 10 points each = 90 points)

Once you have completed all other assigned activities for a given module (readings, viewings, discussions, self-assessment quizzes, etc) you are ready to take your module review exam. Unlike the self-assessment quizzes, these are graded on the accuracy of your responses to the exam questions. If an exam is submitted after its “available until” date/time, its score will be reduced by one point per day. If you do not earn a grade of 70% or better on an exam, please contact the instructor to discuss the exam before moving on to the next module.

❖ **County Profile** (15 points)

Each participant will develop a profile of their county according to the County Profile assignment instructions. Your profile is intended to be a resource for your future work as a CHW.

❖ **Community Resource Directory** (15 points)

Each participant will develop a directory of their community’s resources according to the Community Resource Directory assignment instructions. Your directory is intended to be a resource for your future work as a CHW.

❖ **Case Study** (15 points)

This assignment provides an opportunity for you to review and integrate what you have learned in this course, and apply it to your development of a case study. Details will be provided in the Case Study assignment instructions.

❖ **Module 1’s Homework Assignments** (3 homework assignments @ 5 points each = 15 points)

These homework assignments address the critical subjects of Oregon Health Authority Rules, Abuse/Neglect, and Privacy.

Class Schedule

| Module # & Format | Date & Hours | Module Title & Topics | Graded Assignments (non-graded assignments are described in the respective on-line module) |
|--|--|---|--|
| 0 On-line | date range (Mon-Tue) 0.5 hrs | Getting Started -Welcome Announcement -WorkSpace* Information -Course Syllabus <i>*Professional and Continuing Education</i> | |
| 1 In-person On-line | month, date (Wed) 7.5 hrs 2 hrs | Introduction/Overview -Introduction to the course & course management system -Introduction to health & public health -Overview of the CHW profession: <ul style="list-style-type: none"> ○ History ○ Professional roles ○ Scope of practice ○ Code of ethics ○ Legal responsibilities Learning <ul style="list-style-type: none"> ○ Adult learning ○ Learning styles ○ Popular education -Homework | -homework quiz 1 -homework quiz 2 -homework quiz 3 -Module review exam |
| 2 On-line | date range (Sun-Sat) 10 hrs | Determinants of Health -Biological determinants <i>(condition, disease, injury)</i> -Health across the lifespan -Social determinants -Health disparities | -Pre-module self-study quiz -Post-module self-study quiz -Online discussion -Module review exam |
| 3 | date range | Promotion of Health | -Pre-module self-study quiz |

| | | | |
|---|---|--|--|
| | (Sun-Sat) 8 hrs | <ul style="list-style-type: none"> -Health policy -Health behavior: <ul style="list-style-type: none"> ○ Health beliefs ○ Stages of change -Best practices <ul style="list-style-type: none"> ○ Health literacy | <ul style="list-style-type: none"> -Post-module self-study quiz -Online discussion -Module review exam |
| 4 | date range (Sun-Sat) 6 hrs | <p>Communication & Cultural Competence</p> <ul style="list-style-type: none"> -Communication <ul style="list-style-type: none"> ○ Receiving/sending messages ○ Verbal/non-verbal cues ○ Active listening ○ Checking understanding ○ Conflict ○ Documentation -Cultural competence <ul style="list-style-type: none"> ○ Cultural Self ○ Cultural Diversity ○ Cultural Competence Coninuum ○ CLAS Standards ○ Explanatory model ○ LEARN model | <ul style="list-style-type: none"> -Pre-module self-study quiz -Post-module self-study quiz -Module review exam |
| 5 | date range (Sun-Sat) 8 hrs | <p>Working with Individuals</p> <ul style="list-style-type: none"> -Individual assessment <ul style="list-style-type: none"> ○ Conducting initial client interviews -Client-centered counseling <ul style="list-style-type: none"> ○ Motivational interviewing techniques -Trauma-informed approaches to care -Crisis identification and de-escalation | <ul style="list-style-type: none"> -Pre-module self-study quiz -Post-module self-study quiz -Module review exam |
| 6 | month, date (Wed) 7.5 hrs | <p>Interpersonal Skills</p> <ul style="list-style-type: none"> -Revisit / Review... <ul style="list-style-type: none"> Communication Cultural Competence Working with Individuals -Teaching / Learning Activity -Interview / Assessment Activity <i>with Stages of Change</i> | |

| | | | |
|---|---|--|--|
| | | <p>-Client-Centered Counseling Activity <i>with</i> Motivational Interviewing</p> <p>-Crisis Identification / De-escalation</p> <p>Group Facilitation</p> <p>-Group Facilitation Activity</p> | |
| 7 | <p>date range (Sun-Sat)</p> <p>6 hrs</p> <p>On-line</p> | <p>Working with Communities, part 1</p> <p><u>Assessment</u></p> <p>-Types of data</p> <p>-Community needs assessment</p> <p>-Community resource mapping</p> | <p>-Pre-module self-study quiz</p> <p>-Post-module self-study quiz</p> <p>-Module review exam</p> <p><i>Begin working on ...</i></p> <p>-County Profile</p> <p>-Community Resource Directory</p> |
| 8 | <p>date range (Sun-Sat)</p> <p>6 hrs</p> <p>On-line</p> <p>Virtual Session</p> <p>2 hrs</p> | <p>Working with Communities, part 2</p> <p><u>Capacity Building</u></p> <p>-Community engagement <i>(health outreach)</i></p> <p>-Community empowerment</p> <p>-Community advocacy</p> <p>Capacity Building</p> | <p>-Pre-module self-study quiz</p> <p>-Post-module self-study quiz</p> <p>-Module review exam</p> <p><i>Continue working on ...</i></p> <p>-County Profile</p> <p>-Community Resource Director</p> |
| 9 | <p>date range (Sun-Sat)</p> <p>6 hrs</p> <p>On-line</p> | <p>Working with Communities, part 3</p> <p><u>Service Coordination</u></p> <p>-Community organizing</p> <p>-Building partnerships</p> <ul style="list-style-type: none"> ○ Working with families, support systems, community groups ○ Working with supervisors, multi-disciplinary teams <p>-Navigating systems <i>(health systems)</i></p> | <p>-Pre-module self-study quiz</p> <p>-Post-module self-study quiz</p> <p>-Module review exam</p> <p><i>Finish working on ...</i></p> <p>-County Profile</p> <p>-Community Resource Director</p> |

| | | | |
|-----------------------------------|--|---|--|
| Virtual Session | 2 hrs | Service Coordination | <p>Project 1- County Profile... is due by Sun, month, date at 11:59 pm</p> <p>Project 2- Community Resource Directory... is due by Sun, month, date at 11:59 pm</p> <p><i>Begin working on ...</i> -Case Study</p> |
| 10 On-line | <p>date range (Sun-Sat)</p> <p>6 hrs</p> | <p>Professionalism</p> <p>-Professional conduct</p> <ul style="list-style-type: none"> ○ Law (revisited) ○ Ethics (revisited) ○ Building trust ○ Maintaining boundaries <p>-Self management</p> <ul style="list-style-type: none"> ○ Time management ○ Organization <p>-Care management</p> <ul style="list-style-type: none"> ○ <i>Communication (revisited)</i> ○ <i>Documentation (revisited)</i> <p>-Self care</p> <ul style="list-style-type: none"> ○ Avoiding burnout ○ Self-efficacy | <p>-Pre-module self-study quiz</p> <p>-Post-module self-study quiz</p> <p>-Online discussion</p> <p>-Module review exam</p> <p><i>Continue working on ...</i> -Case Study</p> |
| <i>Wrap Up Work on Case Study</i> | | | |
| 11 In-person | <p>month, date (Wed)</p> <p>7.5 hrs</p> | <p>Professionalism Skills</p> <p>-Professional Conduct Activity</p> <p>-Building Trust Activity</p> <p>-Self-efficacy Activity</p> <p>Integration & Application</p> <p>-Case Study Presentations</p> | <p>Project 3- Case Study:</p> <p>Your paper... is due by Tue, month, date at 3:00 pm</p> <p>Your presentation... will be given live this afternoon</p> |