



Course: Oregon State University Community Health Worker Training

Term: Winter 2017

Dates/Times: February 3rd to April 1st:

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

- Friday, February 3rd from 8:00am-4:00pm, students attend in-person in Pendleton*
- Friday, March 10th from 8:00am-4:00pm, students attend in-person in Pendleton*

Location: *OSU Extension Service, Umatilla County
Blue Mountain Community College Campus
2411 NW Carden Ave, Umatilla Hall
541-278-5403
(we will meet in OSU Extension Service's conference room)

Instructors: Ann Custer Ann.Custer@oregonstate.edu 541-737-0821
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(Instructors will be monitoring the discussion board on a regular basis)

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 accreditation as a CHW training program in Oregon.

This course uses a hybrid-delivery model. Students attend class in-person on two separate occasions (15 contact hours), and complete a series of on-line learning modules that may include one virtual session (70 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 burn-out 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**

- Attendance and participation for both in-person days in Pendleton
- Completion of 6 on-line modules; each module includes...
 - a pre-module quiz
 - a post-module quiz
 - a discussion-board assignment
 - a module review exam
- Completion of 3 self-directed projects
- Regular and reliable access to a computer and the Internet

❖ **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 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.

❖ **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 (6 @ 5 points each).....	30
• Post-module quiz (6 @ 5 points each).....	30
• Online discussions (6 @ 5 points each)	30
• Module review exams (8 @ 10 points each)	80
• Self-directed Student Project # 1: County Profile	10
• Self-directed Student Project # 2: Community Resource Directory	10
• Self-directed Student Project # 3: Case Study	10
TOTAL POINTS POSSIBLE.....	200

❖ **Course Grade**

This course is graded on a pass/no pass basis. In order to earn a grade of “pass”, the student must fulfill the “course requirements” listed above and earn a minimum of 140 points.

❖ **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.

❖ **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.

❖ **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.

Graded Activities

❖ **Self-Assessment Pre-Module & Post-Module Quizzes** (6 pre-module quizzes @ 5 points each & 6 post-module quizzes @ 5 points each = 60 points for all self-assessment quizzes)

- Pre-Module Quiz: Before each module, there will be a short quiz to test your prior knowledge. Please answer all of the pre-module quiz questions to the best of your knowledge. It will be graded based on just whether you completed it (5 points) or not (0 points).
- 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. It, too, will be graded based on just whether you completed it (5 points) or not (0 points).

❖ **Online Discussions** (6 discussion assignments @ 5 points each = 30 points)

Each participant is expected to participate in the on-line group discussion associated with each of the 6 on-line modules. Your contributions are expected to be thoughtful, indicating that you have reflected on the relevant material. 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** (8 module review exams @ 10 points each = 80 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 which are graded based on just whether you took it or not, these are graded on your responses to the exam questions. If you do not earn a grade of 70% or better on this exam, please contact the instructor to discuss the exam before moving on to the next module.

❖ **County Profile** (10 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** (10 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** (10 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.

Oregon State University CHW Class Schedule:

Module # & Format	Date & Hours	Module Title & Topics	Graded Assignments (non-graded assignments are described in the respective on-line module)
1 In-person <i>includes activities for getting to know each other</i>	Feb 3 rd (Friday) 7.5 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 	
2	02/05-02/11 (Sun-Sat)	Determinants of Health -Biological determinants (<i>condition, disease, injury</i>)	-Pre-module self-study quiz

On-line	12 hrs	<ul style="list-style-type: none"> -Health across the lifespan -Social determinants -Health disparities 	<ul style="list-style-type: none"> -Post-module self-study quiz -Online discussion -Module review exam
3 On-line	02/12-02/18 (Sun-Sat) 8 hrs	<p>Promotion of Health</p> <ul style="list-style-type: none"> -Health policy -Health behavior: <ul style="list-style-type: none"> o Health beliefs o Stages of change -Best practices <ul style="list-style-type: none"> o Health literacy 	<ul style="list-style-type: none"> -Pre-module self-study quiz -Post-module self-study quiz -Online discussion -Module review exam
4 On-line	02/19-02/25 (Sun-Sat) 10 hrs	<p>Working with Communities, part 1</p> <p><u>Assessment</u></p> <ul style="list-style-type: none"> -Types of data -Community needs assessment -Community resource mapping 	<ul style="list-style-type: none"> -Pre-module self-study quiz -Post-module self-study quiz -Online discussion -Module review exam <p>Begin working on County Profile</p> <p>Begin working on Community Resource Directory</p>
5 On-line	02/26-03/04 (Sun-Sat) 12 hrs	<p>Working with Communities, part 2</p> <p><u>Capacity Building</u></p> <ul style="list-style-type: none"> -Community engagement (<i>health outreach</i>) -Community empowerment -Community advocacy <p><u>Service Coordination</u></p> <ul style="list-style-type: none"> -Community organizing -Building partnerships <ul style="list-style-type: none"> o Working with families, support systems, community groups 	<ul style="list-style-type: none"> -Pre-module self-study quiz -Post-module self-study quiz -Online discussion -Module review exam <p>Continue working on County Profile</p> <p>Continue working on Community Resource Directory</p>

		<ul style="list-style-type: none"> ○ Working with supervisors, multi-disciplinary teams <p>-Navigating systems (<i>health systems</i>)</p>	
6	Mar 10 th (Friday) 7.5 hrs	<p>Interpersonal Skills</p> <p>-Communication</p> <ul style="list-style-type: none"> ○ Receiving/sending messages ○ Verbal/non-verbal cues ○ Face-to-face/phone/print <p>+ <i>Resistance</i> + <i>Conflict</i> + <i>Negotiation</i> + <i>Problem-solving</i></p> <p>-Cultural competence</p> <ul style="list-style-type: none"> ○ Cultural humility ○ LEARN model ○ Explanatory model ○ Bridging clinical &community cultures <p>-Group facilitation (<i>facilitating community health education trainings</i>)</p>	<p>Project 1- County Profile... is due by Fri, Mar 10th at 8:00 am</p> <p>Project 2- Community Resource Directory... is due by Fri, Mar 10th at 8:00 am</p>
7	03/12-03/18 (Sun-Sat) 12 hrs	<p>Working with Individuals</p> <p>-Individual assessment</p> <ul style="list-style-type: none"> ○ Conducting initial client interviews <p>-Client-centered counseling</p> <ul style="list-style-type: none"> ○ Motivational interviewing techniques <p>-Trauma-informed approaches to care</p> <p>-Crisis identification and de-escalation</p>	<p>-Pre-module self-study quiz</p> <p>-Post-module self-study quiz</p> <p>-Online discussion</p> <p>-Module review exam</p> <p>Begin working on Case Study</p>
8	03/19-03/25 (Sun-Sat) 12 hrs	<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>-Pre-module self-study quiz</p> <p>-Post-module self-study quiz</p> <p>-Online discussion</p> <p>-Module review exam</p> <p>Continue working on Case Study</p>

		<p>-Care management</p> <ul style="list-style-type: none"> ○ Communication (revisited) ○ Documentation (revisited) <p>-Self care</p> <ul style="list-style-type: none"> ○ Avoiding burnout ○ Self-efficacy 	
9	03/26-04/01 (Sun-Sat) 4 hrs	<p>Integration & Application</p> <p>-Case Studies</p>	<p>Project 3- Case Study:</p> <p>Your paper...</p> <p>is due by Tue, Mar 28th at 8:00 am</p> <p>Your presentation...</p> <p>Is due by Thu, Mar 30th at 8:00 am if you choose to submit a video presentation, or at an assigned time later that day if you choose to present “live” via Skype</p>