

**Section 1. Proposal Information**

**Course Developer:**

**Garry Oldham, Social Science**

Date: *11/18/2014*

Catalog year to take effect :

2014-2015 \_\_

2015-2016 \_X\_

**Revision in credits**

**/Contact Hours**

**Type of Proposal**

Revised course

199 Experimental Course

299 Experimental Course

**Type of Course:**

Lower Division Collegiate (transfer)

Professional/Technical (program requires)

Professional/Technical (stand-alone)

Developmental, numbered below 100

**Rationale:**

**How does this proposal further the goals of the program or department?**

The change of title and addition of another credit to this class allows Lane's credit class to better align with the college's non-credit community health work course and meet State Certification through the Oregon Health Authority in terms of required hours of education for eligibility for students to earn state certification as community health workers.

**What evidence supports this proposal?**

The original course was short hours to meet the Oregon Health approved Curriculum for the Community Health Worker.

**(New courses) How do you know there is a demand for this course?**

**PREVIOUS Catalog/Course Information:**

Course Number: **HS 171**  Course Title in Banner: **Traditional Health Worker** (30 characters maximum)

Full Course Title in print catalog: **HS 171 Tradition Health Care Worker**

Prerequisites:  Co-requisites:

Grade Option:  Graded (with P/NP option)  Pass/No Pass only

|  |  |  |  |
| --- | --- | --- | --- |
| **Number / Type Credits** | **Term Minimum Contact** | **Term Maximum Contact** | **11-Week Term Contact** |
| 5 Lecture | 50 hours (lecture credits x 10) | 60 hours (lecture credits x 12) | 55 hours (lecture credits x 11) |
| Lec/Lab | hours (lec-lab credits x 20) | hours (lec-lab credits x 24) | hours (lec-lab credits x 22) |
| Lab | hours (lab credits x 30) | hours (lab credits x 36) | hours (lab credits x 33) |
| 5 **Total credits (sum)** | 50 **Total hours (sum)** | 60 **Total hours (sum)** | 55 **Total hours (sum)** |

**What will change in this course as a result of changing the credits?**

Course Description  Course Outline  Contact Hours

Course Outcomes  Other (explain):

**Section 2. Proposed Course Outline** (A general statement of course content that informs class syllabus construction.)

Course Number: **HS 171** Course Title for Banner: **Community Health Worker** (30 characters maximum)

Full Course Title for print catalog: **HS 171 Community Health Worker**

Prerequisites:  Co-requisites:

Grade Option:  Graded (with P/NP option)  Pass/No Pass only

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number / Type Credits** | | **Term Minimum Contact** | **Term Maximum Contact** | **11-Week Term Contact** |
| 6 Lecture | | 60 hours (lecture credits x 10) | 72 hours (lecture credits x 12) | 66 hours (lecture credits x 11) |
| Lec/Lab | | hours (lec-lab credits x 20) | hours (lec-lab credits x 24) | hours (lec-lab credits x 22) |
| Lab | | hours (lab credits x 30) | hours (lab credits x 36) | hours (lab credits x 33) |
| 6 **Total credits (sum)** | | 60 **Total hours (sum)** | 72 **Total hours (sum)** | 66 **Total hours (sum)** |
| **Original Course Description:** | | | | |
| This course is designed to meet the common core competencies and most of the training recommendation and training requirements to work in non-traditional health care roles such as peer wellness, community health worker, and health system navigator. Content focuses on outreach, community and cultural liaising, case management, system navigation and health promotion/coaching. Students will learn the laws and regulations governing the state and federal healthcare system. | | | | |

|  |  |
| --- | --- |
| **New Course Description (300 character limit):** | |
| This course introduces students to a new and emerging role that integrates human service activities within traditional and new health services. The content of the class focuses on working with individuals, as well as communities, to promote health and access to medical services. Students will learn how to help individuals, and communities, prevent and better manage common chronic diseases. Students will learn about social health indicators, outreach, and working as part of a multi-disciplinary team. Students completing this course along with HS 150 Personal Effectiveness for Human Service workers, HS 226 Ethics and Law, and a Cooperative Education internship will be eligible for state certification as a Community Health Work. | |
| **Original Course Outcomes and Proficiencies** | **Assessments Used** |
| What did the student ***know,*** what could the student ***do*** at the end of the course***,*** or what ***attitudes*** related to the subject would the student hold?  **Upon successful completion of this course, the student:** | What evidence did you gather that students have achieved course outcomes? (assessment tools include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)  **How each outcome was assessed:** |
| A. List the regulations and services offered by the various components of the healthcare system serving Oregonians. | A. Written exam |
| B. Identify the competencies required and scope of practice in emerging, non-traditional healthcare roles (or traditional) | B. Written exam |
| C. Demonstrate relationship building, helping and coaching skills to assist individuals in accessing and effectively utilizing primary and behavioral healthcare settings | C. Written exam |
| D. Develop knowledge of legal and ethical responsibilities and practices in a multicultural context | D. Written test, role play |
| E. Demonstrate advocacy, system navigation and community outreach skills. | E. Case study, written test |
| F. Develop cultural competencies and skills in bridging across cultures including clinical and community cultures  G. Develop a self-care plan  **New Course Outcomes and Proficiencies** | F. Case study  G. Written plan  **Assessments Planned** |
| What will the student ***know*** or ***be able to do*** at the end of the course***,*** or what ***attitudes*** related to the subject will the student hold?  **Upon successful completion of this course, the student will:** | What evidence will you have that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)  **How each outcome will be assessed:** |
| A. List the regulations and services offered by the various components of the healthcare system serving Oregonians. | A. Written test |
| B. Identify the competencies required and scope of practice for community health workers | B. Written test |
| C. Demonstrate relationship building, and helping skills to assist individuals in accessing and effectively utilizing primary and behavioral healthcare settings. | C. Role play, written test |
| D. Demonstrate advocacy, system navigation and community outreach skills | D. Case study, written test |
| E. Develop cultural competencies and skills in bridging cross cultures including clinical and community culture | E. Role plan, written test |
| F. List symptoms, prevention strategies and management of chronic diseases | F. Written test, case study |

**Original Course Content by Major Topics**

What topics were originally presented? What were the main activities of the course? What were the central themes?

**Topics:**

I. Health Care Reform and non-traditional (or traditional) Services

1. Legislation and implementation: Oregon and the nation
2. Emerging roles and employment opportunities
3. Peer wellness specialist and recovery mentors
4. Community health workers
5. Health system navigators
6. Doulas
7. Credentialing
8. Scope of Practice

II. Ethics

1. Boundaries and role conflicts
2. Self-disclosure
3. Client rights, confidentiality, informed consent, HIPPA
4. Developing ethical relationships with consumers, caregivers, professionals and community agencies
5. Ethical responsibilities in a multicultural context
6. Professional conduct

III. Community resources and advocacy

1. Defining the role and skills of an advocate
2. Community Engagement
3. Identifying community and consumer needs
4. Outreach methods
5. Identifying community resources
6. Bridging clinical and community cultures\
7. Existing Social Welfare laws
8. American with Disabilities Act
9. Fair Housing Act
10. Civil Rights Act
11. Social Insurance programs
12. Temporary Assistance to Needy Families
13. Food stamps
14. Medicare
15. Navigating public and private health and human service systems including state, regional and local systems
16. Social determinants of health
17. Group facilitation

IV. Helping Skills

1. Assessing stages of change and consumer needs
2. Active listening
3. Principles of motivational interviewing
4. Principles of adult learning; coaching and educating
5. Case coordination and management
6. Crisis assessment and intervention
7. Information and referral skills
8. Co-occurring conditions
9. Multicultural helping
10. Trauma-informed care
11. Promoting self-efficacy and individual resilience

V. Case Recording Skills

1. Writing objectively
2. Terminology in primary care and behavioral health
3. Organizing data and documentation

VI. Behavioral Health and an introduction to health promotion

1. Health across the life span
2. Disease processes: signs, basic symptoms, seeking medical help
3. Common chronic diseases
4. Mental Health
5. Addictions
6. Recovery, resilience and wellness models
7. Best practices in health promotion

VII. Working with professional and nonprofessional caregivers, and families

1. Building relationships
2. Working in multidisciplinary teams
3. Respite care

VIII. Self-care

1. Compassion fatigue/secondary trauma
2. Self-care plans

**New Course Content by Major Topics**

What topics will be presented? What are the main activities of the course? What are the central themes?

(See sample at <http://www.lanecc.edu/copps>

**Topics:**

I. Health Care Reform and community health workers Services

1. Legislation and implementation: Oregon and the nation
2. Emerging roles and employment opportunities
3. Community Health worker
4. Peer wellness specialist
5. Peer Support/recovery mentors
6. Health system navigators
7. Doulas

C. Credentialing

D. Scope of Practice

II. Community resources and advocacy

1. Defining the role and skills of an advocate
2. Community Engagement
3. Needs Assessment: Identifying community and consumer needs
4. Outreach methods
5. Identifying community resources
6. Bridging clinical and community cultures
7. Existing Social Welfare laws
8. American with Disabilities Act
9. Fair Housing Act
10. Civil Rights Act
11. Social Insurance programs
12. Temporary Assistance to Needy Families
13. SNAP (formerly food stamps)
14. Medicare

6. Navigating public and private health and human service

systems including state, regional and local systems

7. Social determinants of health

8. Community Plans to prioritize community health interventions

9. Group facilitation

III. Helping Skills

1. Active listening; talking about difficult topics
2. Case coordination and management
3. Information and referral skills
4. Multicultural helping
5. Promoting self-efficacy and individual resilience

IV. Case Recording Skills

1. Writing objectively
2. Terminology in primary care and behavioral health
3. Organizing data and documentation

V. Behavioral Health and an introduction to health promotion

1. Health across the life span
2. Health Literacy
3. Disease processes: signs, basic symptoms, seeking medical help
4. Common chronic diseases (obesity, cardiovascular, respiratory, diabetes)
5. Mental Health

a) Mental health first aid

b) Crisis assessment and intervention

3. Addictions/co-occurring disorders

4. Common medications and complications

D. Recovery, resilience and wellness models

E. Best practices in health promotion

VI. Working with professional and nonprofessional caregivers, and families

1. Building relationships
2. Working in multidisciplinary teams
3. Respite care

**Section 3. Curriculum Equity** <http://www.lanecc.edu/copps>

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane’s Curriculum Equity policy in the following way(s)

This course will address the critical need to consider how discrimination and oppression experienced by diverse populations contributes to lack of accessibility to health care services, trauma, and how organizations, and individual practitioners, can develop strategies to respond proactively, and supportively, to individuals of many backgrounds.

**Section 4. Required Signatures**

**Library Impact Statement**

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

**What assignments will require the use of library and information resources?**

Students will be required to do research on health promotion/wellness strategies, resilience, behavior change and health over the lifespan as well as signs and symptoms of common health problems. Resources on working with diverse populations will also be required.  No additional materials are needed from the library for this revision.

Each academic area has a Liaison Librarian <http://www.lanecc.edu/library/services/liaison.htm> to help faculty identify materials to be ordered to support the curriculum. Make an appointment with the designated librarian to discuss the library needs of your course at least a week ahead of the deadline for submission.

**To be completed by Liaison Librarian:**

Library resources are adequate to support this proposal.

Additional resources are needed but can be obtained from current funds.

Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian Date

**Divisional Approvals**

**Human, Physical, and Financial Resources (select one):**

X Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course. Source of funding:

No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.  
Explain:

**Divisional Recommendation (select one):**

XThe Academic Dean and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

X Faculty review of this course was completed within the division on 11/14/14(date).

X New course outlines have been prepared for the Divisional binder containing all current course outlines.

Office Administrator Date

**Fees (select one):**

We have completed a fee request form to be submitted to ASA upon course approval.

No special fees will be required for this course.

**Required Certifications:**

We have developed minimum course certification standards for this course to be filed with ASA to allow compliance with the faculty contract.

We have completed faculty certification form(s)  
(http://www.lanecc.edu/cops/faccertf.pdf )  
for this course to be filed with ASA and Human Resources so RIF grid information will be updated.

**Divisional Recommendation (select one):**

X Pass  Do Not Pass

Academic Dean Date

**College Approval**

     

Curriculum Committee Chair Date Executive Dean for Academic Affairs Date

Curriculum Approval Committee hearing:       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Vice President for Academic & Date

Student Affairs