

## Course Title – Introduction to Community Health

**Course Description** – This four credit course is designed to expose students to community health from a social science and public health perspective. Students will learn about the evolution of community health and its impact on the society, populations, health disparities, health equity and the current health care system. Students will also gain an understanding about the role of a Community Health Worker (CHW) and its impact on community health. Students will have the opportunity to gain 20 hours of volunteer community based work experience and create a Community Experience Portfolio

### Course Objectives

- To assist students in their understanding of community health as a sociological and health institution that directly impacts the lives of groups of people who define themselves as a community.
- Provide an environment where students will learn to think independently and become empowered to affect positive change through community involvement.
- Allow students to create a Community Experience Portfolio that will include research articles and a summarization of community outreach strategies and a community health presentation

**Course Competencies** – After completing the course, students will be able to demonstrate competence in the following areas:

1. The evolution of community health from a historical perspective to the current experience
  - a. Historical Events that influenced the creation of Community Health and the delivery of health care
  - b. Population Based Health vs. Public Health vs. Community Health
  - c. Social Medicine/Social Determinants of Health
  - d. First Community Health Center 1964 in US (Columbia Point, Dorchester MA)
  - e. War on Poverty
2. Outreach Methods and Strategies
  - a. How communities are defined
  - b. Health Behaviors
  - c. Health Disparities
  - d. Health Equity
3. Community Health Assessment Strategies
  - a. Environmental influences
  - b. Mental Health
  - c. Nutrition and Exercise Promotion
  - d. Health Educators/Community Health Workers

4. Effectively Communication
  - a. Health Belief Model
  - b. Cultural & Language Barriers to Health
  - c. Health Care Systems
  
5. Health Access, Intervention and Supports
  - a. Health policy
  - b. Affordable Healthcare Act
  - c. Social/Health Supports – Behavioral Health, Social Services, Dental
  
6. Influencing Behavior Change through Education
  - a. Effective Community/Family Engagement
  - b. Positive/Negative Role of internet, media and social media
  - c. Food insecurity, nutrition access, WIC, EBT
  
7. Advocacy
  - a. Identify and Promote Community Supports/Networks
  - b. Access Community Supports/Networks
  
8. Public Health vs. Community Health
  - a. Epidemiology
  - b. Healthy People 2020 Program Objectives
  - c. Health Promotion
  - d. Disease Prevention
  
9. Community Capacity Building
  - a. Identify organizations that develop public awareness of community needs

### **Class Methods**

The class will incorporate a variety of teaching methods including but not limited to:

- Lecture
- Class Discussions
- Role Playing
- Guest Lecturers
- Film/Documentaries
- Student Presentations – based on 20 hours of volunteer community service at a community based organization that positively impacts the health of the identified community. In lieu of the presentation, the student can opt to write a 20 page community research project on a topic that will specifically address each of the Course Competencies.

Text – We will use a compilation of research and journal articles:

Social Determinates of Health

<http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=39>

Population Based Health

[http://www.tmci.org/downloads/topic11\\_00.PDF](http://www.tmci.org/downloads/topic11_00.PDF)

War on Poverty – President Lyndon Johnson’s Speech

<http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/640108.asp>

Healthcare Environment and Its Relationship to Disparities

[http://books.nap.edu/openbook.php?record\\_id=12875&page=80](http://books.nap.edu/openbook.php?record_id=12875&page=80)

Health Equity Institute - website

<http://www.healthequity.sfsu.edu/>

What is Health Equity?

<http://www.ok.gov/health/documents/What%20is%20Health%20Equity.pdf>

Community Health Needs Assessment

[http://www.communityhlth.org/communityhlth/files/files\\_resource/TRU1011pExBrief\\_new.pdf](http://www.communityhlth.org/communityhlth/files/files_resource/TRU1011pExBrief_new.pdf)

Health Belief Model

<http://www.google.com/url?q=http://www.pitt.edu/~super7/7011-8001/7341.ppt&sa=U&ei=NUwQULzCldLU6QGTxYHYCQ&ved=0CBUQFjAB&usg=AFQjCNGK-juWrWv-f7aOISWfeNlDd5MN1g>

23.5 Hours – YouTube Video

[http://www.youtube.com/watch?v=aUalnS6HIGo&feature=results\\_main&playnext=1&list=PL5B96A1912455F6D2](http://www.youtube.com/watch?v=aUalnS6HIGo&feature=results_main&playnext=1&list=PL5B96A1912455F6D2)

Weight of the Nation – Four Part Documentary

<http://theweightofthenation.hbo.com/about-the-project>

Universal Healthcare

<http://www.healthpaconline.net/universal-health-care.htm>

Promoting Healthy Behavior Change – PowerPoint

<http://www.google.com/url?q=http://faculty.spokanefalls.edu/InetShare/AutoWebs/jennir/Promoting%20Healthy%20Behavior%20Change%20posted.ppt&sa=U&ei=KU8QUiq8EsTX6wHgg4DYCg&ved=0CBoQFjAD&usg=AFQjCNEBJ5iAvicLFfvnr9aYK9gQSPP6-A>

Social Capital and Community Bonds and PowerPoint

<http://focusreentry.org/about/social-capital>

<http://focusreentry.org/wordpress/wp-content/uploads/2011/03/Social-Capital.ppt>

Healthy People 2020 - PowerPoint

<http://www.google.com/url?q=http://www.healthypeople.gov/2020/consortium/HealthyPeoplePresentation.ppt&sa=U&ei=G1IQUKL3LciN6QG8tYDACg&ved=0CBEQFjAA&usg=AFQjCNFdxYGMcBHPp-z26jfkz1MGnXfCLg>

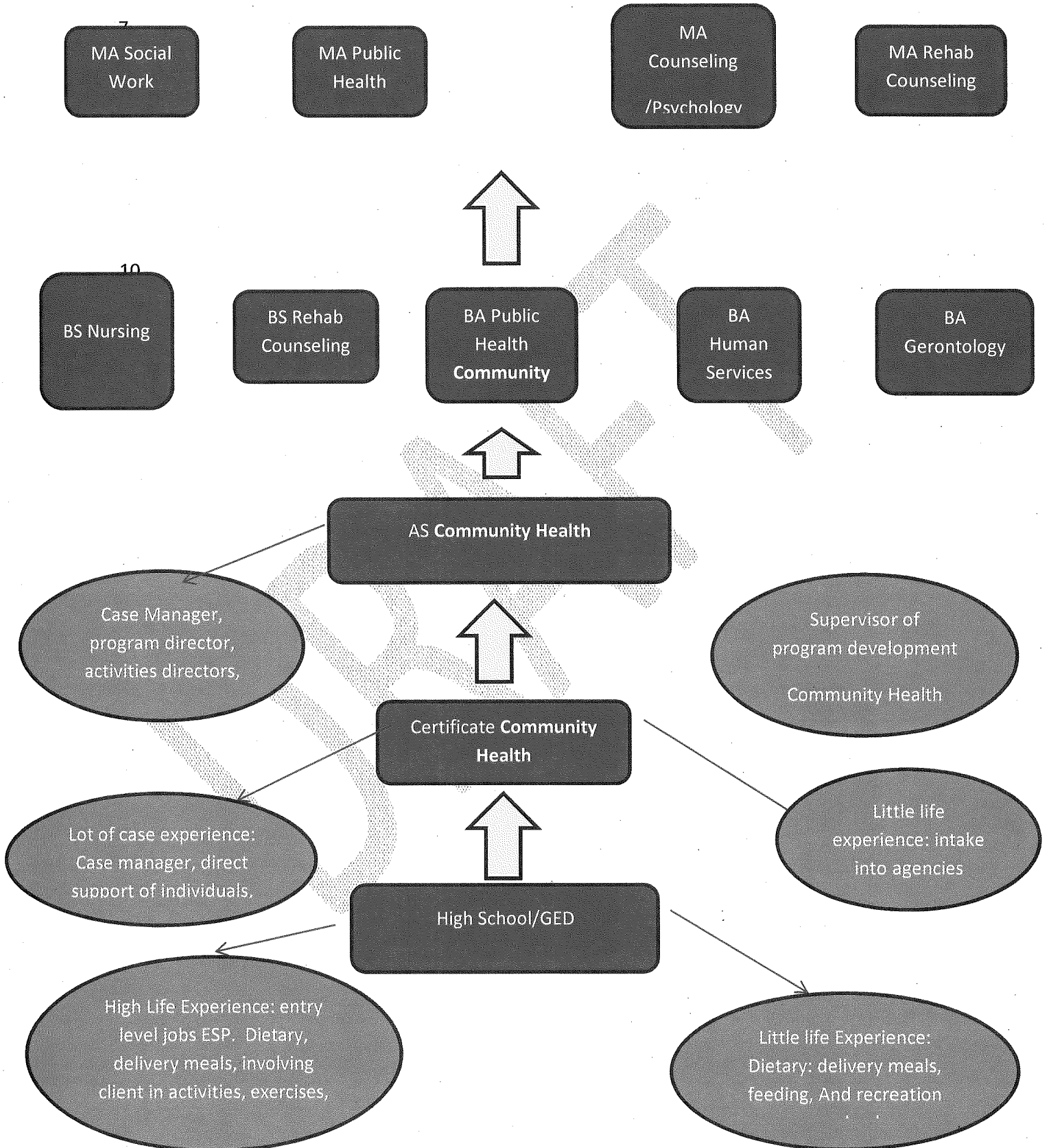
Healthy People 2020 Framework

<http://www.healthypeople.gov/2020/consortium/HP2020Framework.pdf>

Community Capacity Building

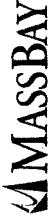
[http://www.ncdinet.org/media/docs/1511\\_CBCBArticle.pdf](http://www.ncdinet.org/media/docs/1511_CBCBArticle.pdf)

6. Develop a Visual for Career and Credential Pathway



# MASSBAY COMMUNITY COLLEGE

## PROGRAM CURRICULUM



### Liberal Arts: Community Health Certificate

**DIVISION OF SOCIAL SCIENCES & PROFESSIONAL STUDIES**

This certificate program meets the needs of those who are looking to enter the community health field, upgrade skills in a current community health position, and/or are interested in pursuing further studies in community health. Upon completion, students are prepared for entry-level positions in community health centers hospitals, and social agencies dealing with public and community health issues.

This program combines coursework in the social sciences with community health courses. Students gain knowledge of the field and develop professional skills such as communication, report writing, behavior modification, and human relations. The 150-hour field experience and weekly seminar will complement the coursework.

Upon successful completion, the Certificate in Liberal Arts with a concentration in Community Health is awarded.

**ADMISSION REQUIREMENTS**

CORI (Criminal Offender Record Information) and SORI (Sexual Offender Registry Information) background checks are required prior to practicum placement and will be conducted in accordance with state regulations. CORI and SORI results are confidential.



COURSE	COURSE TITLE	CREDITS
<i>First Year</i> <i>Semester 1</i>		
CX 101*	Introduction to Community Health	4
PS 118	Life Span Psychology	3
SO 202	Introduction to Sociology	3
		<b>credits:</b> 10
<i>First Year</i> <i>Semester 2</i>		
PS 241	Group Process	3
CX 104	Promoting Health in the Community	3
SO 203	Ethnic Studies	3
		<b>credits:</b> 9
<i>Second Year</i> <i>Semester 1</i>		
CX 201	Practicum/Seminar for Community Health Majors	6
		<b>credits:</b> 6
		<b>Total Credits:</b> 25

\*Course to be taken first semester.

PROGRAM CURRICULUM



# Liberal Arts: Community Health Option Associate in Arts

**DIVISION OF SOCIAL SCIENCES & PROFESSIONAL STUDIES**

The Community Health Option combines courses in social sciences with courses, seminars, and field work in the community health field. In addition to acquiring the necessary professional skills such as interviewing, report writing, behavior modification, and human relations, students gain a broad background in the liberal arts. Upon completion, students are prepared for entry level or other positions related to their professional experience in health centers and social agencies.

Upon successful completion, the Associate in Arts Degree in Liberal Arts with a concentration in Community Health is awarded.

**ADMISSION REQUIREMENTS**

CORI (Criminal Offender Record Information) and SORI (Sexual Offender Registry Information) background checks are required prior to practicum placement and will be conducted in accordance with state regulations. CORI and SORI results are confidential.

**PROGRAM FOOTNOTES**

**History Sequence:**

HS 101 Western Civilization I & HS 102 Western Civilization II, or HS 103 World Civilization I & HS 104 World Civilization II, or HS 203 American History to 1877 & HS 204 American History since 1870

**Laboratory Science Sequence:**

BI 101 General Biology I & BI 102 General Biology II, or BI 110 Principles of Biology I & BI 120 Principles of Biology II, or BI 115 Anatomy and Physiology I & BI 116 Anatomy and Physiology II, or CH 101 College Chemistry I & CH 102 College Chemistry II, or CH 110 Principles of Chemistry I & CH 120 Principles of Chemistry II, or EV 103 Environmental Studies I & EV 104 Environmental Studies II, or PY 101 College Physics I & PY 102 College Physics II, or PY 103 Engineering Physics I & PY 104 Engineering Physics II, or SC 102 Integrated Science I & SC 103 Integrated Science II

**Literature Sequence:**

LI 201 World Literature I & LI 202 World Literature II, or LI 203 American Literature I & LI 204 American Literature II, or LI 205 British Literature I & LI 206 British Literature II

**Humanities Electives:** Art, Communications, Film, Foreign Language, Humanities, Literature, Music, Oral Communication, Philosophy, Photography, Sign Language, Theater Arts

**Math/Science Electives:** Biology, Chemistry, Contemporary Nutrition (NS 101) Environmental Science, Intergrated Science, Mathematics (not MAC), Physics

COURSE	COURSE TITLE	CREDITS
<i>First Year Semester 1</i>		
CX 101*	Introduction to Community Health	4
EN 101	Freshman English I	3
CX 104	Promoting Health in the Community	3
PS 118	Life Span Psychology	3
	History Sequence	3
	<b>credits:</b>	16
<i>First Year Semester 2</i>		
CS 100	Computers and Technology	3
EN 102	Freshman English II	3
CT 100	Critical Thinking	3
SO 120	Disabilities: Diagnosis and Interventions	3
SO 203	Ethnic Studies	3
	History Sequence	3
	<b>credits:</b>	18
<i>Second Year Semester 1</i>		
PS 241	Group Process	3
SO 202	Introduction to Sociology	3
	Literature Sequence	3
	Humanities Elective	3
	Laboratory Science Sequence	4
	<b>credits:</b>	16
<i>Second Year Semester 2</i>		
CX 201	Practicum/Seminar for Community Health Majors	6
	Literature Sequence	3
	Laboratory Science Sequence	4
	Math/Science Elective	3/4
	<b>credits:</b>	16/17
	<b>Total Credits:</b>	<b>65/67</b>

\*Course to be taken first semester.

Competency in mathematics is a MassBay graduation requirement. Prior to graduation, students must demonstrate competency at 100-level math. This may be accomplished by an appropriate placement test score or completion of any 100-level mathematics course or higher, except mathematics courses with a MAC prefix.

This program qualifies for MassTransfer with select State University and University of Massachusetts institutions. For more information please visit [www.mass.edu/masstransfer](http://www.mass.edu/masstransfer).



**MassBay Invoice - Contextualized Curriculum for DOL  
Community Health Worker Course**

**May 2012: Total Hours - 9 Hours**

May 10<sup>th</sup> Meeting with CHW Strategy Session in Library Atrium - **5 hours**

- Meeting 11A - 1:30P - 2.5 hour
- Separate meeting with Maxine Elmont - 1 hour
- Travel round-trip (Worcester-Wellesley) - 1.5 hours

*B. Milley* ↑

May 18<sup>th</sup> Meeting - Maxine Elmont Community Health course curriculum - **4 hours**

- Meeting to review/strategize - 1 hour
- Research, email f/u meeting - 3 hours

X

4 hours

o Text book / binders



**MassBay Invoice – Contextualized Curriculum for DOL  
Community Health Worker Course**

**June 2012: Total – 11.5 Hours**

Meeting Contextualized Learning Conference Sharing - **3.5 hours**

Held in Jane O'Brien Frederichs' office with Maxine

- Meeting 1 hour
- Meeting with Maxine – 1 hour
- Travel round-trip (Worcester-Wellesley) – 1.5 hours

Research – to review CHW legislation, core curriculum and licensing - **5 hours**

- June 23<sup>rd</sup> meeting with Director Community Health Judy Diaz - 2 hours
- Research – 2 hours
- Review with Maxine Elmont – 1 hour

June 29<sup>th</sup> - Meeting with Sofia Vargas – June 29<sup>th</sup> – **3 hours**

- Meeting with Sofia – 1.5 hours
- Travel round-trip (Worcester-Wellesley) – 1.5 hours

**MassBay Invoice - Contextualized Curriculum for DOL  
Community Health Worker Course**

**July 2012: Total - 24 hours**

Research - to review CHW legislation, core curriculum and licensing - **5 hours**

- July 5<sup>th</sup> - Meeting with Dr. Dannie Richie - 2 hours
- Research - 2 hours
- Review with Maxine Elmont - 1 hour

First Draft Course Curriculum - **10 hours**

- Research, read other CHW syllabi - 2 hours
- Research CHW existing programs - 2 hours
- Compile information and develop first draft - 6 hours

July 16<sup>th</sup> - Maxine Elmont Phone Meeting - **1 hour**

July 17<sup>th</sup> - Industry Advisory Committee July 17<sup>th</sup> - **7 hours**

- Meeting Preparation - 1.5 hours
- Meeting Waltham 1P-4P - 3 hours
- Travel round trip (Cranston, RI - Waltham, MA) - 2.5 hours

July 23<sup>rd</sup> - Maxine Elmont Phone Meeting - **1 hour**

**MassBay Invoice – Contextualized Curriculum for DOL  
Community Health Worker Course**

**August 2012: Total – 34.5 hours**

**August 5<sup>th</sup> - Meeting ACE Study and Contextualized Learning Application – 4.5 hours**

- Meeting 2 hours Jeanie M. Tietjen/Sofia Vargas
- Travel round-trip (Worcester-Wellesley) – 1.5 hours
- Meeting with Sofia review billing and review deliverables – 1 hour

**August 6<sup>th</sup> - Reviewed ACE Study Materials – 3 hours**

- Research ACE Study – review DOL materials – 3 hours

**Aug 8<sup>th</sup> - Expert Industry Advisory Meeting – 9 hours**

- Preparation – review/edit of scenarios – 4 hours
- Math – Wednesday Aug 8<sup>th</sup> – 9:30A-12:30P - 3 hours
- Travel round-trip (RI – Worcester (Holy Cross) ) – 2 hours

**August 14<sup>th</sup> Summer Institute – 5.5 hours**

- Sessions/Lunch – 3 hours
- Meeting with Maxine – 1 hour
- Travel round-trip (Worcester-Wellesley) – 1.5 hours

**August 15<sup>th</sup> - DOL Consortium Grant Community Meeting - 7.5 hours**

- Preparation – PowerPoint Presentation, Research – 3 hours
- Meeting – 1.5 hours
- Meeting – Jane 0.5 hours
- Meeting – Maxine – 1 hour
- Travel round-trip (Worcester-Wellesley) – 1.5 hours

**August 19<sup>th</sup> - Curriculum Update, Edits, Book Selection – 5 hours**

- Revise Curriculum to include, updates, edits, research – 4 hours
- Maxine Phone Meeting – 1 hour



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