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

Population Based Health
http://www.tmci.org/downloads/topic11_00.PDF

War on Poverty – President Lyndon Johnson’s Speech
http://www.bljlib.utexas.edu/johnson/archives.hom/speeches.hom/640108.asp

Healthcare Environment and Its Relationship to Disparities

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

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=AFQjCNKjuWrWv-f7aOSWfeNldd5MN1g

23.5 Hours – YouTube Video
http://www.youtube.com/watch?v=aUalnS6HlGo&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%2520Healthy%2520Behavior%2520Change%2520posted.ppt&sa=U&ei=KU8QUUq8EsTX6wHgg4DYCg&ved=0CBoQFjAD&usg=AFQjCNEBsJ5iAvcLFFvn9aYK9gQSPP6-A
Social Capital and Community Bonds and PowerPoint
http://focusreentry.org/about/social-capital


Healthy People 2020 - PowerPoint
http://www.google.com/url?q=http://www.healthypeople.gov/2020/consortium/HealthyPeoplePresentation.ppt&sa=U&ei=G1lQUKL3LciN6QG8tYDACg&ved=0CBEQFjAA&usg=AFQjCNFdxYGmcBHPp-z26jfkz1MGnXfCLg

Healthy People 2020 Framework

Community Capacity Building
http://www.ncdinet.org/media/docs/1511_CBCBArticle.pdf
6. Develop a Visual for Career and Credential Pathway

- MA Social Work
- MA Public Health
- MA Counseling / Psychology
- MA Rehab Counseling

- BS Nursing
- BS Rehab Counseling
- BA Public Health Community
- BA Human Services
- BA Gerontology

AS Community Health

Certificate Community Health

Supervisor of program development
Community Health

Lot of case experience:
Case manager, direct support of individuals.

High Life Experience:
Entry level jobs ESP. Dietary, delivery meals, involving client in activities, exercises.

High School/GED

Little life experience: intake into agencies

Little life Experience:
Dietary, delivery meals, feeding, and recreation.
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.

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

*Course to be taken first semester.

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.
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 wide 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, Integrated Science, Mathematics (not MAC), Physics

*Course to be taken first semester.

Competency in mathematics is a MassBay graduation requirement. Prior to graduation, students must demonstrate competency at the 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.
MassBay Invoice – Contextualized Curriculum for DOL
Community Health Worker Course

May 2012: Total Hours – 9 Hours

May 10th 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

May 18th Meeting – Maxine Elmont Community Health course curriculum – 4 hours
• Meeting to review/strategize - 1 hour
• Research, email f/u meeting – 3 hours

Text book / binder
MassBay Invoice – Contextualized Curriculum for DOL
Community Health Worker Course

June 2012: Total – 11.5 Hours

Meeting Contextualized Learning Conference Sharing - **8.5 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 23rd meeting with Director Community Health Judy Diaz – 2 hours
  - Research – 2 hours
  - Review with Maxine Elmont – 1 hour

June 29th - Meeting with Sofia Vargas – June 29th – **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 5th - 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 16th – Maxine Elmont Phone Meeting – 1 hour

July 17th - Industry Advisory Committee July 17th - 7 hours
  • Meeting Preparation – 1.5 hours
  • Meeting Waltham 1P-4P – 3 hours
  • Travel round trip (Cranston, RI – Waltham, MA) – 2.5 hours

July 23rd – Maxine Elmont Phone Meeting – 1 hour
August 2012: Total – 34.5 hours

August 5th - 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 6th - Reviewed ACE Study Materials – 3 hours
  • Research ACE Study – review DOL materials – 3 hours

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

August 14th Summer Institute – 5.5 hours
  • Sessions/Lunch – 3 hours
  • Meeting with Maxine – 1 hour
  • Travel round-trip (Worcester-Wellesley) – 1.5 hours

August 15th - 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 19th - Curriculum Update, Edits, Book Selection – 5 hours
  • Revise Curriculum to include, updates, edits, research – 4 hours
  • Maxine Phone Meeting – 1 hour
This workforce solution is 100% funded by a grant awarded by the U.S. Department of Labor, Employment and Training Administration, TAACCCT grant agreement # TC-22505-11-60-A-25. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. Massachusetts Community Colleges are equal opportunity employers. Adaptive equipment available upon request for persons with disabilities.

This work is licensed under a Creative Commons Attribution 3.0 Unported License

http://creativecommons.org/licenses/by/3.0