Syllabus – Community Health Worker (CHW) Advanced Competencies

Instructors: Two co-instructors with public health and related CHW experience.

Live online classes: Three live zoom sessions, typically in week 2, 7, and 13, on a weeknight from 6-9 PM MST.

Join Live online classes via Zoom link in Moodle announcements.

Course Description

The course is designed to provide advanced competencies for Community Health Workers (CHWs) with relevant lived or work experience. It covers key concepts of CHW history and code of ethics, cultural humility, promoting health equity, client-centered counseling, care management and systems navigation, community education and outreach, facilitating health education, group facilitation, community-based participatory research, home visiting and specific topics relating to CHW roles within community or clinical settings. The course also requires practicum hours to be completed in a clinic or community based setting with a report on your experiential learning at the end of the course.

Textbook and Course Materials

No textbook is required. Much of the content for modules is from the *Foundations for Community Health Workers* textbook (2nd Edition, Tim Berthold, Editor, 2015). Course content will be delivered online through live presentations, facilitated discussion, and group/individual activities. Additional materials including videos, journal articles and resources from a variety of organizations will be available to students. All materials will be available on the course Moodle page.

Prerequisite Knowledge and Technology Requirements

To participate in the CHW Advanced course, completion of the Core CHW Course OR previous experience and sufficiency with CHW roles and responsibilities is highly recommended.

You should have a basic understanding of using computers, the internet and email. If you experience a technical issue with registration or during the course, please contact the office of Continuing Education and Workforce Training at (208) 282-3372.

You need computer access that has 20 MB of free disk space, a soundcard with speakers and a microphone, or a headset, and at least a 28.8 kbps internet connection. This course is offered completely online through Moodle and Zoom. Moodle works best when accessed using the Mozilla Firefox Browser. Please make sure you are using an updated version of Firefox.

Adobe Reader - You will also need to be able to download and access pdf documents. You can download Adobe Reader.

Java - There are many programs that use Java. You will need to make sure your Java is up to date and learn how to manage the "allow" and "permission" settings for your computer/browser.

Course Policies

Communication Expectations

You are expected to communicate in a professional manner in all aspects of your course.

The best way to connect with the instructors is through Moodle messaging. Instructors will respond within 48 hours on weekdays. For weekends and holidays, it may take a little longer. If you want to share your question with others in the class, post to the "Student Questions" forum in Moodle. If you do send a question in an email, please include both of your instructors.

For general class questions, e.g., when is something due? I am having a problem with this practice activity..., how do I send an email through Moodle? Please post them in the Student Questions Discussion Forum.

Live Zoom Class Participation

You are expected to participate in all three of the live online classes. This will allow for enhanced discussion by you and your colleagues. You will need to have a working microphone on your computer. Attendance and participation are required and make up 50% of the final grade. If you have circumstances out of your control, please communicate with instructors, and they can provide you ways to make-up missed participation.

Accommodations and Accessibility

Any student who feels they may need accommodations based on a disability should talk with their instructor(s) to discuss your specific needs and the requirements of the course. Please do so early, so we can support your success in this course.

You should also contact ISU Disability Services at 282-3599 or visit their website for more information and to request/coordinate reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor and Disability Services.

Every attempt has been made to ensure that this course uses accessible content and technology. If you run into a problem, let us know immediately.

Online Etiquette or "Netiquette" for this Course

- Students should be sensitive to the fact that there will be students with cultural and linguistic differences, as well as various political, religious, and philosophical beliefs, plus just differences in general. Open discussion of issues related to health and health care will be encouraged and participants must be tolerant and respectful of other views.
- Use good taste when responding to a question. Swearing and profanity is also part of being sensitive to your classmates and will not be tolerated. Also consider that slang can be misunderstood or misinterpreted.
- This course uses web conferencing (Zoom) for live classroom meeting times. You will be required to participate using your computer's microphone.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Publicly attacking or insulting "flaming" will not be tolerated.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling and avoid using text messaging shortcuts.

Learning Objectives

Purpose

The purpose of this course is to provide an advanced understanding of a community health worker as a public health professional who promotes full and equal access to necessary health and social services by applying his or her unique understanding of the experiences, language and culture of the communities he or she serves.

Objectives

In actively participating and completing the assignments, you will:

- Identify and define the ethical boundaries of a Community Health Worker
- Examine and practice cultural humility strategies with diverse populations and health providers
- Identify and discuss health promotion concepts, health behavior changes, and outreach planning
- Employ and practice assessment, care coordination, time management, documentation, advocacy, and case presentation strategies
- Review and identify barriers and literacy strategies to health care
- Discuss and review common diseases affecting communities
- Examine and practice health system and insurance navigation

Course Activities

This course has activities that include live sessions, asynchronous online modules that you complete each week, 5 health-specific modules that you complete on your own time during the course, and 48 hours of experiential competency-based learning.

Experiential Learning Requirement

All students in the CHW Advanced course must complete 48 hours of on-site experiential training that is based on completing a number of CHW competencies, of which no more than 40 hours can be with your current employer, and at least 8 should be with another clinic or community-based organization. If needed, we have resources to help connect you to locations to complete your practicum hours. This experience should be started as early as possible in the course. Please see the **CHW Advanced Course Practicum Handbook** for more information.

Required Health Specific Modules (HSMs)

Instructions to Register for Health Specific Modules (HSMs)

1. Please visit: https://cetrain.isu.edu/hsm/ to enroll in five modules of your choice that you have not previously completed. You must complete a total of 5 HSM's to receive a certification of completion for this course. Each module requires approximately 2 hours of online work, which you can complete at any time throughout the course.

If you wish to complete more than the required 5 modules, you are welcome to complete them, as they are free at this time. If you need to swap modules, contact CEWT at cetrain@isu.edu with the module titles and why you need the change.

Access to complete the modules will display on your student account home page at: https://cetrain.isu.edu/account/

Preparing for the live classes

Live session #1: Prior to the first live session, you should login into Moodle and complete the welcome activities and asynchronous module on CHW History and Code of Ethics. You are also welcome to begin working on HSMs.

Live session #2: For this live session, you will prepare to present and facilitate a Health Education group discussion with your peers during the second live session. More instructions will be provided in your first class.

Live session #3: The final live session will be a chance for you to report back on your experiential learning and the 48 hours that you completed during the course. This is a chance to discuss your growth and new skills learned during the completion of these hours.

Topic Outline/Schedule

This course consists of 9 hours of live classroom time and approximately 39 hours of asynchronous modules and Health Specific Modules. During the class term, 48 hours are expected to be completed in practicum contact hours, of which no more than 40 hours can be with your current employer, and at least 8 should be with another clinic or community-based organization. We have resources to help connect you to locations to complete your practicum hours.

In the last four weeks of the class, you will complete a community-based OR clinical track of asynchronous modules.

Week		Live Class	
1			Asynchronous Module - Unit 1—CHW History and Code of Ethics, Work on HSMs

2		Live Class, weeknight 6pm-9pm MST	Live online - Unit 2: Cultural Humility
3			Asynchronous Module - Unit 3—Promoting Health Equity
4			Asynchronous Module - Unit 4: Client-Centered Counseling
5			Asynchronous Module - Unit 5: Care Management/Systems Navigation
6			Asynchronous Module--Unit 6: Community Education and Outreach
7		Live Class, weeknight 6pm-9pm MST	Live online - Unit 7: Facilitating Health Education Trainings AND Unit 8: Group Facilitation
8			Asynchronous Module - Unit 9: Community-Based Participatory Research
9			Asynchronous Module - Unit 10: Home Visiting
10			Track Week: Community or Clinical
11			Track Week: Community or Clinical
12			Track Week: Community or Clinical

13		Live Class, weeknight 6pm-9pm MST	Track Week: Community or Clinical Live online – Report on Clinical/Community Track Presentation Complete 5 HSMs by end of last week

Grading Policy

Grading will be based on weekly quizzes (50%) and on class participation (50%). There will be no letter grade, the course is on a pass/fail basis. Students must achieve a minimum of 70% overall to pass the course. Students will have at least two opportunities to take and pass each of the quizzes.

Percentage	Performance
90-100%	Excellent Work
80-89%	Good Work
70-79%	Average Work
60-69%	Below Average Work
0-59%	Failing Work

Students must attend all the live classes or make arrangements with instructors to pass the course successfully.

Continuing Education Units (CEUs)

Individuals who are interested in receiving CEUs after successful completion, this course is worth 4.8 CEUs. There is a $20 CEU recording fee per person per course. Please contact Ellen Jones at joneelle@isu.edu if you want more information.

Tips for Online Students: Make it a Successful Class!

By Tami Strang, , posted in: Achievement and Outcomes, Learning Outcomes

In their book E-Learning Companion: A Student's Guide to Online Success, Fourth Edition, Ryan Watkins and Michael Corry provide suggestions for taking control of your learning in an online course or program. We've summarized them below.

Six Habits of Successful Online Learners

1. Strive for excellence and put their best effort into their work. Do your best, but don't stress out over being "perfect." Perfection can't be reached by any one of us!

2. Reach out for help. Granted, it's not as easy to approach your instructors if you don't meet on campus on a regular basis, so be sure you know how each of your courses' instructors can be reached, whether by e-mail, online chat, phone, or other methods.

3. Set challenging, but achievable, goals and place reasonable expectations on themselves. You entered this online learning experience with one or more goals in mind. Be sure to define your goals and write them down. These goals should stretch you, but they shouldn't be so challenging that you feel discouraged every time you think of them.

4. Develop a network of people who cheer for their successes and come alongside them when the road gets harder. This network of supportive, motivating people can include family members, friends, or fellow students in your program. Having a group of people on your side can make all the difference when you don't have the camaraderie of classmates on a regular basis!

5. Get into the "study zone." If you study at home, as many online students do, it's much harder to avoid normal, everyday interruptions, so remove as much temptation as you can. Keep your study area free from smartphones, televisions, game consoles, and magazines… anything that might serve as a distraction from your studies.

6. Head off problems at the pass. If you are having tech issues, can't understand the directions for an assignment, or have a serious personal health problem that may cause you to miss due dates, let your instructor know about your challenges as soon as possible. Don't wait until the last minute, or you may miss your deadline (or other opportunities). (Watkins and Corry, p. 19)

Reference: Watkins, R., & Corry, M. (2014). *E-learning companion: A student's guide to online success.* (4th ed.). Boston, MA: Wadsworth, Cengage Learning.

IS Idaho State
University | **Community Health Worker**
Training Academy