**Course Description**

An introduction to community health within the public health environment. Students develop an understanding of historical and theoretical foundations of community health and major societal health concerns, explore community health models and programs used to address these concerns, and examine racial/ethnic, cultural, socioeconomic, and related determinants of community health.

**Course Textbook**


**Course Learning Outcomes**

Upon completion of this course, students should be able to:

1. Explain the history and beginnings of the work of community health workers (CHWs).
2. Compare different frameworks of health care, including biomedical and public health frameworks.
3. Analyze the multiple social, political, economic, and cultural determinants of health and illness that negatively impact the health of communities.
4. Summarize the roles CHWs can play in the political process as social change agents through community organizing.
5. Describe the initial roles and responsibilities for CHWs, including scope of practices and function within a health care delivery team.
6. Explain the importance of working with multicultural and diverse populations.

**Credits**

Upon completion of this course, the students will earn three (3) hours of college credit.

**Course Structure**

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses unit material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. A Suggested Reading is listed in the Unit I Study Guide to aid students in their course of study. The reading itself may or may not be provided in the course, but students are encouraged to read the resource listed if the opportunity arises as it has valuable information that expands upon the lesson material. Students will not be tested on their knowledge of the Suggested Reading.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided in each unit to aid students in their course of study.
5. **Key Terms:** Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
6. **Unit Assessments:** This course contains seven Unit Assessments, one to be completed at the end of Units I-VI and VIII. Assessments are composed of written response questions.
7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units II, III, V, and VI. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
8. **Course Project**: Students are required to submit for grading a Course Project in Unit VII. Specific information and instructions regarding this assignment are provided below. A grading rubric is included with these assignments. Specific information for accessing these rubrics is included below.

9. **Ask the Professor**: This communication forum provides you with an opportunity to ask your professor general or course content related questions.

10. **Student Break Room**: This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

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**Unit Assignments**

**Unit II Essay**

Congratulations! You have just been promoted to the Chairman of Community Health in your community.

You are given the Executive Summary of *A Time of Opportunity: Local Solutions to Reduce Inequities in Health and Safety* as your resource tool, use it and what you have learned in class so far to make an assessment and proposal of your community.

Click [here](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2156047/) to access a PDF of the Executive Summary, or navigate from the website:


You have been asked to write your assessment and proposal with the following items included:

1. Analyze the four-pronged solution plan (p. 1) and point out at least one way you can use each of the four to improve your community.
2. Of the 11 policy principles (p. 2), choose the two you feel could be best implemented and apply them to your current community’s health equity.
3. Finally, choose at least one recommendation from each of the four local solutions for advancing equity in health and safety (pp. 5-8). Based on the needs of your community, defend your choice of each of the four you choose and explain why your four choices are what is most needed to improve your community.

Your response must be at least three pages in length, double spaced. You are required to use at least one outside source. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying APA citations.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit III Scholarly Activity**

Your role as Community Health Worker is never a dull one. You are constantly being questioned, researching the newest ideas and trends, and striving to implement them into your community.
This coming weekend marks your one-year anniversary as Chairman of Community Health and the Board of Trustees has asked you to do a presentation to those in attendance about the status of the health care system in both our nation and the community.

This is your chance to lay the road map for the future. Examining the status of the system, or nonsystem, in our nation and how it is influencing your community, along with your plan of improvement for yourself and the community. For this assignment you will have two options for your presentation. Choose ONE of the options below.

Below are a list of suggested items you should include in the presentation, but also feel free to include your own unique items as well:

- Compare and contrast our health care system with at least two other nations around the world. Examine the costs of these countries' health insurances compared to those in the United States, along with the options present for low-income citizens.
- If you were asked to make suggestions for changes in our current U.S. system, what would you suggest and why?
- What do you feel could be done to improve the system and care in your current community?
- Identify at least three strengths and weaknesses you have when it comes to serving your community, or how you would serve your community.
- Examine material from this unit and report on how you felt regarding your experiences and perspectives on community health.
- Distinguish at least one activity you plan to work in to make yourself a better chairman for the upcoming year. This could be a wide range of activities (e.g., books, articles, lectures, workshops, or other networking groups) regarding community health.

Option 1: Essay

Your essay should:

- Be a minimum of two pages.
- Be typed, double-spaced, using Times New Roman font (size 12), one-inch margins on all sides.
- Include at least one reference from the CSU Library database and the citation must follow APA format.
- Include a cover page containing the title of the assignment (Unit I Essay), your name, the professor's name, the course title, and the date. The cover page and the reference page are not included in the page length requirement.

Option 2: PowerPoint Presentation

Your PowerPoint should:

- Present your summary discussion of the above points in a minimum of six slides and a maximum of eight slides. The title and reference slide do not count towards the total number of slides.
- Include at least one reference from the CSU Online Library database and the citation must follow APA format.
- Include a title slide containing your name, the professor's name, course title, and date.
- Include a reference slide at the end of your PowerPoint.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Course Project

Community Diagnosis: Draft Assignment

After being introduced to the Community Diagnosis course project in Unit II, you will conduct research and form a draft of your course project at this point.

Remember, you want to present your findings in an APA paper format. Any focus for Community Diagnosis can be selected for this project. It is a good idea to conduct internet research on potential topics that you are considering for your Course Project before selecting one. You will want to determine that plenty of information is available online for incorporation into your project.

In preparing the Course Project, you will critically analyze issues related to your focus area, and you will consider both the current healthcare environment and future directions in community health as you proceed.
Guidelines

The length of the Course Project should be five to seven pages, double-spaced, and in strict APA format. The Course Project is a significant portion of your grade, so you should consider it a very important activity. You will need at least five outside sources for your Course Project beyond the course textbook, three of which must come from the CSU Online Library database. Web resources and professional journal articles will be key sources in researching your topic. In-text citations and APA referencing are required. A Title Page at the beginning, and a list all of your sources on a Reference Page are required, but do not count towards the total pages of the project.

The CHE 6301 Course Project will include at least the following steps which will become the sections of your project. You may want to include others if you deem them appropriate:

1. Define the community being studied. Explain how you would bring the community together for this process.
2. Chose a focus for the community diagnosis. Some examples might include substance abuse, cigarette smoking, infant mortality, gun violence, child abuse, spousal abuse, elder abuse, homelessness, heart disease, cancer, or diabetes.
3. Select research levels. These may include conducting research through the CSU Online Library, Internet research, study of existing policies and procedures, qualitative interviews, surveys, focus groups, mapping of community resources and risks, physical objectives or other visual documentation, such as photo voices.
4. Conduct your research.
5. Summarize your research findings. Explain these in a way that will be understandable by the community.
6. Analyze your research findings. Provide these to learn more about root causes of the problem and strengths and weaknesses of the community regarding your focus.
7. Develop an action plan. Develop this guided by research findings. What can the community do to create social change and promote health and well-being?

As mentioned above, a Reference Page in correct APA format is also required.

You will use the feedback from this assignment to make any necessary improvements before turning in the Final Draft in Unit VII. Remember, your professor is here to help you succeed! Please reach out if you are having questions regarding this, or other, assignments.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Unit VI Assignment**

**Interview Preparation**

Remember, growing up, how you were always told, “hard work pays off?” Well, today is that day! You have just received a call from the Dynamic Community Health Center and have an interview in two days. It is time to dust off that resume! Also, the Hiring Coordinator asked you to present a professional development plan for a community health career.

Based on your understanding of this unit, prepare or update your resume to bring to your interview. Your resume should be at least one page in length, and include a cover letter. If you need any guidance please make sure to refer to pages 364-365 in your textbook.

Next, pick a career in the health care industry and create a professional development plan for it. This will need to be at least one page in length as well. If you need any guidance please reference pages 377-378 in your text.

Be sure to include all sources used, including the textbook, in APA citations on a separate bibliography page.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**Course Project**

**Unit VII Course Project**

**Community Diagnosis: Final Draft**
After having the chance to conduct a *Community Diagnosis* for your own community, or a community of interest, your final draft is now due for submission.

You will present your findings in an APA paper format. Remember to take into consideration the information given back to you by your professor from the Unit V draft assignment in order to improve upon the work you have completed before turning in this final draft.

**Guidelines**

The guidelines for this Final Draft are the same as for the Draft Assignment in Unit V.

Remember, this is the final draft, so make sure to double check all parts of your project before submitting.

Remember, your professor is here to help you succeed! Please reach out if you are having questions regarding this, or other, assignments.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking [here](#). This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)
Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

Assessments (7 @ 9%) = 63%
Unit II Essay = 7%
Unit III Scholarly Activity = 9%
Unit V Course Project = 3%
Unit VI Assignment = 8%
Unit VII Course Project = 10%
Total = 100%

Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

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<th>Community Health Workers</th>
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☐ **Learning Activities (Non-Graded):** See Study Guide |
| Read: | ☐ **Chapter 1:** The Role of CHWs  
☐ **Chapter 2:** The Evolution of the CHW Field in the United States: The Shoulders We Stand On  
☐ **Suggested Reading:** See Study Guide |
| Submit: | ☐ Assessment |

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<th>Public Health and Health Equity</th>
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☐ **Learning Activities (Non-Graded):** See Study Guide |
| Read: | ☐ **Chapter 3:** An Introduction to Public Health  
☐ **Chapter 4:** Promoting Health Equality |
| Submit: | ☐ Assessment  
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☐ **Learning Activities (Non-Graded):** See Study Guide |
| Read: | ☐ **Chapter 5:** An Introduction to Globalization and Health  
☐ **Chapter 6:** An Introduction to Health Care and Health Policy in the United States  
☐ **Chapter 7:** Practicing Cultural Humility |
| Submit: | ☐ Assessment  
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<td>Chapter 15: Professional Skills: Getting a Job, Keeping a Job, and Growing on the Job</td>
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