



Northwest Vista College
Academic Curriculum for Community Health Worker/Promotora de Salud
17 Credit Hours

Course Description

CHLT 1301 Introduction to Community Health (3 credit hours)

Prerequisites: None

Corequisites: None

Designed to provide a basic understanding of variables that affect health sectors in the community. List the determinants of health at the individual and community level; implement community assessment techniques to include demographics, mapping, and analysis of governmental agency services; describe tracking techniques of clients and services; specify the dynamics in relationship building among groups, organizations, and individuals in a community; and identify initiatives that will impact the health status of a poor under-served community.

Competencies Accomplished.

1. Describe the job responsibilities, personal skills, and aptitudes of a community health worker, to include certification competencies.
2. Define the variables that affect the health of the community including the physical, social/cultural, individual behaviors, and community organizing techniques.
3. Describe the significant events and milestones in public and community health with emphasis on the past 100 years in the United States.
4. Describe and provide examples of local, state, and federal organizations that provide oversight, evaluate, or set policy for public health.
5. Describe the role and functions of quasi-governmental and non-governmental organizations that provide or monitor public health conditions.
6. Describe in detail the mission and functions of the San Antonio Metropolitan Health District.
7. Describe the operational principles of inventorying individual capacities and abilities in the community.
8. Compare and contrast needs-based community assessments with asset-based/strength-based community assessments.
9. Describe and demonstrate the steps in the process for conducting an initial interview with a community resident.
10. Describe the mathematical formulas and process for determining mortality rate, morbidity rate, natality rate, incidence rate, and prevalence rate.

11. Describe and interpret data for San Antonio located on the U.S. Bureau of Census website and identify information useful in mapping community strengths.
12. Compare and contrast communicable and non-communicable diseases.
13. Define and describe key concepts in maternal, infant and child health.
14. Describe the common variables associated with infants who die at less than one year old.
15. Describe the common variables associated with single, teenage mothers, and the effects of these variables on their children.
16. Describe the three components of prenatal care and the health education efforts that occur at each stage.
17. Correctly interpret the childhood immunization schedule and be able to describe the sequencing of immunizations in infants, children, and adolescents.
18. Describe the Women's, Infants, and Children's (WIC) program to include eligibility, enrollment, and services provided.
19. Describe the health profiles of adolescents, young adults, and adults to include the major causes of mortality, morbidity, and behavioral risk factors.
20. Describe the health profiles of adults over the age of 65 to include major causes of mortality, morbidity, and behavioral risk factors.
21. Describe stress and its impact on physical and mental health to include methods and techniques of managing stress.
22. Describe the signs, symptoms, and treatment for six of the most common mental illness in Bexar County.

Course Description

CHLT 1340 Community Health Advocacy (3 credit hours)

Prerequisites: None

Corequisites: None

Study of local, regional, and national health care and social service resources. Identify organizations, support groups, and health care delivery systems to be used for client referral. Activities include visits to various local agencies and attendance/participation in related activities. Identify various public and private programs and their eligibility requirements; develop/define methods used for client eligibility and referral; identify the levels and settings of health care and roles of various health occupations within the community; and assist clients in meeting eligibility requirements and accessing needed services and benefits.

Competencies Accomplished

1. Define the activities and roles of community advocates.
2. Describe using examples of services provided and covered populations the health care systems of San Antonio, Bexar County, State of Texas, and the U.S. Government.
3. Describe the significant changes in health care since WWII to include technology, Medicare, Medicaid, and managed care.
4. Describe and demonstrate competency in determining eligibility, enrollment and services provided by Medicaid, Medicare, TANF, Social Security, Supplemental Security Income, Social Security Disability, Veterans Administration, WIC, SNAP, US Immigration, Texas Health Steps, and Qualified Medicare Beneficiary.

5. Describe and demonstrate competency in determining eligibility, enrollment, and services provided by the Children's Health Insurance Program.
6. Describe and demonstrate competency in determining eligibility, enrollment, and services provided by Temporary Assistance to Needy Families.
7. Describe and demonstrate competency in determining eligibility, enrollment, and services provided by Medicare, Parts A, B, C, and D.
8. Discuss and describe Medicare Advantage Plans that are available in Bexar County.

Course Description

CHLT 1305 Community Nutrition (3 credit hours)

Prerequisites: None

Corequisites: None

Study of the cultural aspects and public policy of food and nutrition and the socioeconomic and psychological aspects of nutrition throughout the life cycle. Develop culturally appropriate community-level interventions to improve nutrition for vulnerable populations; explain the basic nutrition principles from prenatal care to care for the aging; increase knowledge of cultural influences on diet and food preference; assess clients' diets utilizing interview techniques; calculate BMI and caloric intake for normal and abnormal physiological conditions; and locate appropriate community resources and public-sector programs.

Competencies Accomplished

1. Describe the organs and functions of the organs used in digestion and absorption beginning with the mouth and ending with the colon.
2. Describe six common digestive problems to include their signs, symptoms, and treatment.
3. Explain the scope of nutrition science to include the relationship between nutritional health and disease.
4. Understand the factors that influence our decision of what to eat (health status, environment, sensory, genetics and personal decisions).
5. Explain what a nutrient and the function of the six classes of nutrients are.
6. Determine the number of calories (kcal.) and percentage of carbohydrates, protein, and fat in various food servings.
7. Define and explain under nutrition and over nutrition.
8. Describe the nine dietary guidelines published by the Department of Agriculture.
9. Demonstrate competence in explaining the six concepts displayed in the "ChooseMyPlate.gov" website.
10. Describe the purpose of food labels and demonstrate competence in explaining each component of information included in a food label.
11. Explain the purpose of the "Nutrition Facts" on food packages to include the concept of percent daily values (%DV).
12. Define the common food labels claims according to the USDA standards (free, low, high, good source, lean, extra lean, light and fresh).
13. Describe the scientific process which scientists use to research and answer questions.
14. Define phytochemicals and their potential benefits.
15. Define the roles of dietary supplements to include vitamins and minerals and their potential benefits.

16. Understand the role of the U.S. Pharmacopia (USP) in setting quality standards for dietary supplements.
17. Weigh and measure various individuals to determine body mass index (BMI) as determined by the Centers for Disease Control and Prevention.
18. Explain the role of BMI as one indicator in maintaining a healthy weight.
19. Explain the relationship between energy balance and weight management.
20. Explain the difference between appetite and hunger, including the factors that effect appetite and hunger.
21. Define and describe overweight and obesity, including their associated health risks.
22. Describe the process for developing a sustainable plan for maintaining metabolic health.
23. Describe the components of a metabolic fitness program.
24. Describe the components of a good maternal nutrition program.
25. Describe the role of adequate nutrition during fetal development.
26. Explain the benefits of breast feeding to include an overview of lactation.
27. Describe the key components of infant nutrition.
28. Define and describe eating disorders (anorexia, bulimia, binge eating, and body shape disorder).

Course Description

CHLT 1342 Community Health Field Methods (3 credit hours)

Prerequisites: None

Corequisites: None

Preparation for field work with individuals, families, and groups emphasizing teaching and capacity-building skills. Topics include behavioral change theories, outreach methods, area canvassing, home visiting, group work, community events, and community organizing. Implement neighborhood/rural outreach campaigns; conduct informal counseling and educational sessions with individuals, families, and community groups; organize community events for purposes of developing community capacity for change.

Competencies Accomplished

1. Understand and explain the concepts of theories, models, and variables as related to behavioral change theories.
2. Understand and describe the behavioral change theories including stimulus-response, social cognitive, theory of reasoned action, theory of planned behavior, theory of freeing, health belief model, elaboration likelihood model of persuasion, transtheoretical model, precaution adoption process model, and social marketing.
3. Understand and describe how to conduct consensus building processes in communities.
4. Understand and perform community health advising by using the concepts of strength mapping, organizing groups, increasing participation, surveying the community resources, and building commitment from the community residents.
5. Recognize and describe the characteristics of effective and non-effective groups.
6. Describe and understand the provisions of the Health Information Portability and Accountability Act (HIPAA).

7. Demonstrate a proficiency in professional behavior in the workplace using examples of desired behavior and counter-productive behavior.
8. Describe and utilize time management and organizational skills to allow effective and efficient multi-tasking to include organizing time, objects, and space.
9. Conduct small group presentations on a variety of subjects using ice breakers, developing sources of information, room settings, audiovisual support, and program evaluation.
10. Conduct home visits using effective and safe methods allowing successful initial and follow-up visits to occur.

Course Description

CHLT 1302 Wellness and Health Promotion (3 credit hours)

Prerequisites: None

Corequisites: None

Overview of wellness theory and its application throughout the life span. Focus is on attitude development, impact of cultural beliefs, and communication methods. Define wellness and health promotion; explain personal, social, cultural, nutritional, and environmental components of wellness; and correlate concepts of wellness and healthy lifestyle. Develop specific health promotion strategies for various populations, including primary, secondary, and tertiary prevention strategies; recognize and appropriately respond to beliefs, values, culture, and languages of the population served; and evaluate the success of existing and newly developed health promotion strategies.

Competencies Accomplished

1. Define health according to Healthy People 2020 to include the goals of Healthy People 2020.
2. Analyze, interpret, and draw conclusions about the health of San Antonio residents using the information provided in San Antonio Health Profiles located at the San Antonio Government website.
3. Describe and define quality of life to include objective and subjective measurements of the quality of life.
4. Define health disparities caused by gender, ethnicity, education, income, and disabilities.
5. Describe the components of physical exercise and the benefits of exercise to overall wellness.
6. Explain the seven dimensions of wellness to include their interdependencies among the dimensions and their effect on wellness.
7. Describe the characteristics of health-related fitness and skill related fitness.
8. Develop an individual fitness program using the four planning steps to change individual behavior and increase fitness.
9. Describe body composition similarities and differences between genders.
10. Describe the concept of metabolic set point and its relationship to body weight and body fat percentage.
11. Describe each of the fourteen tips for lifetime weight management.
12. Define the role of stressors in individual lives and the effect of chronic, unrelieved stress (distress).
13. Describe the stress vulnerability questionnaire and demonstrate the competence to administer the questionnaire to individuals.

14. Describe and demonstrate stress management practices to include mental activities, physical activities, test anxiety, and time management.
15. Describe critical life stages in infant development from conception to birth.
16. Understand and describe infant mortality to include the major causes of infant mortality in the United States.
17. Describe the health and social impact of unplanned, teenage pregnancies.
18. Describe the provisions of Title X, Public Health Service Act, with regards to provisions of family planning services.
19. Describe the vaccination sequence and timing for children up to age 12 using the CDC childhood immunization schedule.
20. Using the provided Mental Illness Fact Sheet, describe the causes, incidence, and risk factors for mental retardation, attention deficit/hyperactivity disorder, schizophrenia, bipolar disorder, and depression.

Course Description

CHLT 2260 Clinical/Cooperative Education Community Health Services/Liaison/Counseling (2 credit hours)

Prerequisites: Requires instructor approval

Corequisites: None

One-Hundred-and-sixty-hour career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Competencies Accomplished.

This is a capstone course in which the internship site supervisor evaluates the proficiency of each student against the eight competencies developed by the Texas State Department of Health and Human Services.