**CONTRA COSTA COLLEGE**

 **PRE/CO-REQUISITE/ADVISORY VALIDATION FORM**

**[Use one validation form per pre/co-requisite, advisory except when Pre/Co-requisites are linked by “or” statements]**

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| Course Number and Title: | **MEDIC 233: Health Navigator II** |
| **Pre**/Co-**requisite**/Advisory to be validated: | MEDIC 232: Health Navigator I |

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| ***Content review*** is required for any prerequisite, co-requisite, or advisory to determine whether students who do not meet the specified standard are highly unlikely to receive a satisfactory grade in the course [Title 5, Section 55201 (b) (1]. This validation is separate from course approval. Additional scrutiny may be required, depending on the type of pre/co-requisite.  |

**Directions:** Circle, *or highlight* one of the following and attach required justification AND content review documentation.

1. This course has no course pre/co-requisites or advisories.
2. The listed pre/co-requisite is advisory only.
3. This is a lab course. The primary course, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, will have the validation evidence.
4. This pre/co-requisite is required in order to make the course acceptable for transfer by the UC or CSU systems. Attach documentation (catalog descriptions) from three or more UC/CSU campuses.

1. This course is part of a sequence of courses within and/or across disciplines. Attach a copy of the course outline that includes a list of the specific skills and knowledge that the student must possess to be ready to take the course.
2. The prerequisite is required for enrollment in a program.

Program name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program prerequisite(s) must be approved as provided for at least one required course in the program, of which this is one. Attach copy of course outline specifying skills and/or knowledge that student must possess.

1. This prerequisite is required for the health or safety of the students in the course; students who lack this prerequisite might endanger themselves or other students. Attach a copy of the course outline that specifically lists what the student must possess before entering the course.

1. This pre/co-requisite is required by law or government regulation. Attach a copy of pertinent law or regulation.

1. This pre/co-requisite is one of recency or another measure of readiness. Attach both a copy of the course outline listing the specific skills student must possess AND data gathered as directed by the District Model Policy.

1. This prerequisite involves a limitation on enrollment. This includes auditions for performance courses, honors courses or sections, and blocks of courses or sections created to set up a cohort of students (such as PACE). Attach documentation as directed by pertinent sections of the District Model Policy.

\*\*\* **NOTE:** *In addition to rigorous content review,* an instructor may request a study of the empirical relationship between a prerequisite course (or placement tool) and subsequent student performance in the targeted course. The rigor of content review will be established on a college-wide basis in conjunction with District research requirements.

**CONTENT REVIEW MATRIX**

**FOR EVALUATING PRE/CO-REQUISITES/ADVISORIES**

***Pre/Co-requisites must have established challenge policies***

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| Course Number: | MEDIC 233 |
| Course Title: | Health Navigator II |
| Pre-requisite: | MEDIC 232: Health Navigator I |
| Co-requisite: |  |
| Advisory: |  |

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| Pre/Co-requisite Challenge Policy: | Completion of an equivalent course or challenge exam with a ‘C’ or better. |

List skills/body of knowledge developed of course being reviewed: (APPLICABLE Course CONTENT)

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| 1. | Promoting community health. |
| 2. | Diagnosing community health. |
| 3. | Community health outreach. |
| 4. | Facilitating groups and community health education trainings. |
| 5. | Organizing and advocating for public health equity. |

List exit skills of proposed pre/co-requisite: (APPLICABLE Course OBJECTIVES of pre/co-req./advisory)

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| 1. | Define the field of public health: its key concepts and the practice of public health today. |
| 2. | Describe the health care system and policies in the U.S. |
| 3. | Explain the changing demographics in the U.S. and understand and practice cultural humility. |
| 4. | Demonstrate an understanding of the guiding principles for working with individual clients as a health navigator. |
| 5. | Demonstrate the ability to conduct an effective initial client interview as a health navigator. |

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|  Exit skills of proposed pre/co-req./advisory |
| Skills/body of knowledge of course being reviewed |  | 1. | 2. | 3. | 4. | 5. |  |  |  |  |  |
| 1. | x | x | x |  | x |  |  |  |  |  |
| 2. | x | x | x |  |  |  |  |  |  |  |
| 3. | x |  | x | x | x |  |  |  |  |  |
| 4. | x |  | x |  |  |  |  |  |  |  |
| 5. | x | x | x |  |  |  |  |  |  |  |

**Or, list conclusions below regarding the necessity and appropriateness of the proposed pre-requisite, co-requisite, or advisory.**

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*Revised form 01/14*



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| **Contra Costa College** |

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| **Course Outline** |

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| **Course Number** | MEDIC 232 | **Number of Weeks** | 18 |
| **Course Title** | Health Navigator I | **Lecture Hours By Term** | 36 |
| **Prerequisite** | None | **Lab Hours By Term** |  |
| **Challenge Policy**  | Completion of an equivalent course or challenge exam with a ‘C’ or better. | **\*Hours By Arrangement** |  |
| **Co-requisite** | MEDIC 150 | **Units**  | 2.0 |
| **Challenge Policy**  | None |  |  |
| **Advisory** | MEDIC 223 |
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| **\*HOURS BY ARRANGEMENT:** |  | Hours per term.  |
|  **ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement): |
| NA |

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| **COURSE/CATALOG DESCRIPTION** |

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| This course is designed to give students an introduction to the role of the health navigator. This role involves guiding clients toward achieving optimal health by utilizing the resources of the health care system. This role also includes coaching clients for increasing their involvement in the management of their own health. Topics include: an introduction to public health and health care policy in the U.S., cultural humility, principles for working with clients in the community, and conducting effective initial client interviews. |

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| **COURSE OBJECTIVES:** |
| At the completion of the course the student will be able to: |

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| Define the field of public health: its key concepts and the practice of public health today. |
| Describe the health care system and policies in the U.S. |
| Explain the changing demographics in the U.S. and understand and practice cultural humility.. |
| Demonstrate an understanding of the guiding principles for working with individual clients as a health navigator. |
| Demonstrate the ability to conduct an effective initial client interview as a health navigator. |

**INTENDED STUDENT LEARNING OUTCOMES:**

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| Explain the five guiding principles for working with individual clients as a health navigator. |
| Role play an effective initial client interview using all the elements required in the three phases of a successful interview: beginning, middle, and end. |

 **COURSE CONTENT (Lecture):**

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| An introduction to public health. |
| Health care and health care policy in the United States. |
| Cultural diversity in health care. |
| Principles for working with individuals and their health care. |
| Initial interviews with clients for health care. |

 **COURSE CONTENT (Lab):**

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| NA |

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| **METHODS OF INSTRUCTION:** |
| Lecture |
| Multimedia |
| Group work |
| Discussion |
| Home assignments and review |
| Role play projects/demonstrations |

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| **INSTRUCTIONAL MATERIALS:** |

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

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| Textbook Title: | Foundations for Community Health Workers |
| Author: | Berthold, Miller and Avila-Esparza |
| Publisher: | Jossey-Bass |
| Edition/Date: | 2009 |
| Textbook Reading Level: | 13.5 |
| Justification Statement: | *(For textbook beyond 7 years)* |
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| Lab Manual Title  | (*if applicable*): |
| Author: |  |
| Publisher: |  |
| Edition/Date: |  |

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

* State mandates that sample assignments must be included on the Course Outline of Record.

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|  **Outside of Class Weekly Assignments** | **Hours per week** |

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| Weekly Reading Assignments *(Include detailed assignment below, if applicable)* | 2 |

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| Read and analyze, from the class text, three of the guiding principles for working with clients: self-awareness, scope of practice, and behavior change; prepare for class discussions on terms, concepts, and textual analysis. |

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| Weekly Writing Assignments *(Include detailed assignment below, if applicable)* | 2 |

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| Prepare written analyses and self-assessments on three of the guiding principles for working with clients: self-awareness, scope of practice, and behavior change in order to demonstrate the application and understanding of the concepts and terms. |

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| Weekly Math Problems *(Include detailed assignment below, if applicable)* |  |

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| Lab or Software Application Assignments *(Include detailed assignment below, if applicable)* |  |

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| Other Performance Assignments *(Include detailed assignment below, if applicable)* |  |

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**STUDENT EVALUATION**: **(Show percentage breakdown for evaluation instruments)**

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| * Course must require use of critical thinking, college-level concepts & college-level learning skills.
* For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration.
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|  | **%** | Essay (If essay is not included in assessment, explain below.) |
| Essays are inappropriate for this course; short answers/paragraphs will be required and graded that pertain to case studies using problem solving and critical thinking skills |
| 15 | **%** | Computation or Non-computational Problem Solving Skills |
| 35 | **%** | Skills Demonstration |
| 50 | **%** | Objective Examinations |
|  |  | Other (describe) |
|  | **%** |  |
|  | **%** |  |
|  | **%** |  |

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|  **GRADING POLICY: (Choose LG, P/NP, or SC)** |
|  **x** | **Letter Grade** |  | **Pass / No Pass** |  | **Student Choice** |
| 90% - 100% = A  | 70% and above = Pass | 90% - 100% = A |
| 80% - 89% = B  | Below 70% = No Pass  | 80% - 89% = B |
| 70% - 79% = C  |  | 70% - 79% = C |
| 60% - 69% = D  |  | 60% - 69% = D |
| Below 60% = F  |  | Below 60% = F |
| *or* |
| 70% and above = Pass |
| Below 70% = No Pass |
| **Prepared by:** | Julie Shieh-Cook |

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| **Date:**  | 4/1/15 |

*Revised form 01/14*