



## Contra Costa College Course Outline

<b>Course Number</b>	MEDIC 233
<b>Course Title</b>	Health Navigator II
<b>Prerequisite</b>	MEDIC 232
<b>Challenge Policy</b>	Completion of an equivalent course or challenge exam with a 'C' or better
<b>Co-requisite</b>	BOT210A
<b>Challenge Policy</b>	None
<b>Advisory</b>	MEDIC 224

<b>Number of Weeks</b>	18
<b>Lecture Hours By Term</b>	36
<b>Lab Hours By Term</b>	
<b>*Hours By Arrangement</b>	
<b>Units</b>	2.0

**\*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

### COURSE/CATALOG DESCRIPTION

This course is designed to provide students with the skills and competencies required for the health navigator to promote health at the community level. Topics include: community health diagnosis, outreach, group facilitation, trainings, organizing, and advocacy.

### COURSE OBJECTIVES:

At the completion of the course the student will be able to:

- Define what community health means.
- Describe how to diagnose the most salient health issues in a community.
- Demonstrate an understanding of the skills and elements involved in effective community health outreach.
- Identify the different topics and approaches used for facilitating groups and community health education trainings, including community art projects.
- Describe the basic knowledge and skills used for community organizing and advocating for social change and social justice in the context of public health.

### INTENDED STUDENT LEARNING OUTCOMES:

- Describe the elements and strategies involved in effective community health outreach.
- Develop a community health education training session.
- Demonstrate skills as an effective group facilitator.

### COURSE CONTENT (Lecture):

- Promoting community health.
- Diagnosing community health.
- Community health outreach.
- Facilitating groups and community health education trainings.
- Organizing and advocating for public health equity.

### COURSE CONTENT (Lab):

NA

**METHODS OF INSTRUCTION:**

Lecture
Multimedia
Group work
Discussion
Home assignments and review
Role playing
Projects/demonstrations

**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.

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:	<i>(For textbook beyond 7 years)</i>

**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.

**Outside of Class Weekly Assignments**

**Hours per week**

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

2.0

Read and analyze, from the class textbook, the overview of community health education training concepts, how people learn, approaches to teaching and training, and how to plan and prepare health education trainings. (pp. 454-473)

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

2.0

Prepare written analyses/self-assessments, as given in the textbook, on community health education training concepts, how people learn, approaches to teaching and training, and how to plan and prepare trainings in order to demonstrate an understanding of the knowledge and skills used for the facilitation of community health educational trainings. (pp. 454-473)

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



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



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

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

- 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.

	%	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 use problem-solving and critical thinking skills.		
20	%	Computation or Non-computational Problem Solving Skills
20	%	Skills Demonstration
60	%	Objective Examinations
Other (describe)		
	%	
	%	
	%	

**GRADING POLICY: (Choose LG, P/NP, or SC)**

<input checked="" type="checkbox"/> <b>Letter Grade</b> 90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D Below 60% = F	<input type="checkbox"/> <b>Pass / No Pass</b> 70% and above = Pass Below 70% = No Pass	<input type="checkbox"/> <b>Student Choice</b> 90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D Below 60% = F <i>or</i> 70% and above = Pass Below 70% = No Pass
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<b>Prepared by:</b>	Julie Shieh-Cook
<b>Date:</b>	4/1/15

*Revised form 01/14*