### CURRICULUM COMMITTEE CHECKLIST

**NAME OF PROGRAM:** Community Health Work  
**Date:** 3-12-12

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Reviewed change at division meeting.</td>
<td>x</td>
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<tr>
<td>Step 2</td>
<td>Presented as informational item at Division Chair Meeting(s) and checked if it affects other departments. Like programs must meet with Division Chairs on all affected campuses (North Mankato and Faribault).</td>
<td>x</td>
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<td></td>
<td>Division Chair’s signature</td>
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<tr>
<td>Step 3</td>
<td>Instructional Dean reviewed and indicated need for Curriculum Committee approval.</td>
<td>x</td>
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<td>Instructional Dean’s signature</td>
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<tr>
<td>Step 4</td>
<td>Advisory Committee approval indicated in meeting minutes if necessary. Minutes provided to Curriculum Committee.</td>
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<tr>
<td>Step 5</td>
<td>Curriculum Committee made recommendations (changes, additional approvals, etc.). If no, skip to Step 7.</td>
<td>x</td>
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<tr>
<td>Step 6</td>
<td>Committee’s recommendations completed. (Skip if not applicable.)</td>
<td>x</td>
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<td>Step 7</td>
<td>Curriculum Committee approved.</td>
<td>x</td>
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<td></td>
<td>Curriculum Committee Chair’s signature</td>
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<tr>
<td>Step 8</td>
<td>Minutes and necessary materials provided to VP of Academic Affairs.</td>
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<td>Step 9</td>
<td>Vice President of Academic Affairs approved.</td>
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<td>Vice President of Academic Affairs’ signature</td>
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<tr>
<td>Step 10</td>
<td><strong>New</strong> Course Maximum Enrollment to Shared Governance.</td>
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<tr>
<td>Step 11</td>
<td>President’s approval for all changes requiring MnSCU approval.</td>
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<td>President’s signature</td>
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</table>
Is This Course a Requirement/Elective for a Specific Program or Programs?  Yes x  No
If Yes, Which Program(s)? HUC/CHW
Describe What is Changing/Being Added, and the Rationale:
This course will address aspects of the core health curriculum designed for MnSCU that are not addressed elsewhere in the program, including orientation, behaviors for success in healthcare, sensitivity to client needs, respecting diversity, and teamwork/communications with healthcare clients and coworkers.

What Impact Will This New Course or Change Have on Other Programs or Areas? It could be used by other health care programs as it was established as a variable course so that students could receive 1 – 3 credits from taking the course.

☐ Attach Common Course Outline to this Form.

Appendix C

New Program or Program Change Proposal Form

<table>
<thead>
<tr>
<th>Date of Proposal: 3-12-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author: Anne Willaert</td>
</tr>
<tr>
<td>Proposal Type: New Program</td>
</tr>
<tr>
<td>Program Redesign: x Suspend</td>
</tr>
<tr>
<td>Reinstall Program:</td>
</tr>
<tr>
<td>Add Emphasis</td>
</tr>
<tr>
<td>Contact for the Program: Anne Willaert</td>
</tr>
<tr>
<td>Program Name: Community Health Worker</td>
</tr>
<tr>
<td>CIP Code: 51.1504 (02)</td>
</tr>
<tr>
<td>Division in Which Program is Currently or Will Be Held: Health</td>
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<tr>
<td>Proposal Start (Term/Year): Summer - 20131</td>
</tr>
<tr>
<td>Program Description: There are six courses that reflect Core Competencies of the role of a CHW and one course that reflect Health Promotion Competencies within the program. There is also a 2 credit Student Field internship that is done at a community agency. The content, activities and learning resources found in the courses are designed to provide faculty with the materials needed for students to achieve the objectives related to the role of a CHW. Once a student receives a certificate it allows CHWs to opportunity to become enrolled providers in the Medicaid reimbursement process. SCC added the HC 1500 course as a pathway course for students who wish to explore other health programs and it makes the certificate financial aid eligible.</td>
</tr>
<tr>
<td>Degrees Offered:</td>
</tr>
<tr>
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<tr>
<td>Program Location:</td>
</tr>
</tbody>
</table>

Prerequisites: none

Number of Credits: 16

If There is a Program Change, Summarize Changes to the Program: The CHW certificate was 11 credits with the addition of 1065 it will be 14 credits. SCC has also added an additional 2 credits from the HC 1500 course as a pathway course and healthcare foundational course. The added 2 credits will allow the students to receive financial aid.

Rationale for Program Development or Program Change: This is a state standardized curriculum which SCC must follow in order for students to be eligible for Medicaid reimbursement.

What Impact Will this New Program or Change Have on Other Programs or Areas? none

Are There Articulations With Other Colleges? List College(s):

no

➢ Attach Program Design to this Form. Below are Some Recommended Items:
  a. List of program requirements (i.e.: what the catalog page shows for each program).
  b. Cross walk from previous program curriculum to new (how students already started in the old program can finish after this new program begins).
  c. All required course numbers and titles.
  d. Additional supporting information, such as minutes documenting recommendation for proposal.
CHW curriculum Scope and Sequence:

Summer Semester  June 4th through July 27th, 2012

July 5th – July 20th

CHW 1000 – Role, Advocacy and Outreach – 2 credits

July 23rd through July 27th

CHW 1015 – Organization and Resources – 1 credit

Fall Semester August 27th – December 18th 2012

CHW 1075 – Internship – 2 credits – concurrent with semester courses.

August 27th – September 14th

CHW 1025 - Teaching and Capacity Building – 2 credits

September 17th – September 26th

CHW 1035 - Legal and Ethical Responsibilities – 1 credit

September 27th – October 5th

CHW 1045 – Coordination, Documentation and Reporting – 1 credit

October 8th - November 16th

CHW 1055 - Communication and Cultural Competencies – 2 credits

HC 1500 – Health Foundations – Introduction to Health Careers – 2 credits

November 19th – December 18th

CHW 1065 – Health Promotion Competencies – 3 credits
## Appendix B

### New Course or Course Change Proposal Form

**Date of Proposal:** 3-12-2012  
**Author:** Anne Willaert and WC Sanders  
**Proposal Type:** [ ] New Course  [x] Modify Course  [ ] Delete Course  
**Contact for the Course:** Anne Willaert  
**Course Designator, Number and Title (i.e.: ACCT 1800, Business Law):** CHW 1065 Health Promotion Competencies  
**Number of Credits:** 3  
**Prerequisites:** none  
**Course Description:** This course focuses on the knowledge and skills a CHW needs in order to assist clients in realizing healthy eating patterns, controlling their weight, integrating exercise into their lives, taking their medications, talking with their doctors, controlling substances such as tobacco, managing stress, achieving life balance, and attaining personal and family wellness. Emphasis will be on learning skills that can be used to aid in client awareness, and assist clients in understanding and linking to services in heart disease and stroke, maternal care, diabetes, cancer, oral health and mental health.

**Grading Method:** [x] Grade  [ ] Pass/Fail  
**Scheduling:** Fall  [x] Spring  [ ] Summer  [ ] Alternate Years  [ ] Variable  [ ] On Demand  
**Instructional Type:** Lecture  [x] Lab  [ ] Lecture/Lab  [ ] Internship  [ ] Seminar  

*Class Maximum:* (For New Courses Only) / All Unlimited faculty members of a program or discipline must sign.  

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Signature</th>
<th>Class Max</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Dean's Name**  
WC Sanders  
**Dean's Signature**  
[Signature]  
**Date**  
8/10/17

*If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select Insert and then select Insert rows below to add rows to the table.*

Is this Course Proposed as a Liberal Arts Course:  
[ ] Yes  [x] No  
If Yes, Which MnTC Area/Areas Will it Fulfill ([http://www.mntc.org](http://www.mntc.org))?  
If This Course a Requirement/Elective for a Specific Program or Programs?  
[ ] Yes  [x] No  
If Yes, Which Program(s)? CHW  
Describe What is Changing/Being Added, and the Rationale: The course was added by the CHW Alliance into the state standardized CHW curriculum.
Community Health Worker Health Promotion
Common Course Outline

Course Information
Organization South Central College
Developers Anne Willaert
Development Date 4/2/2012
Course Number CHW 1065
Potential Hours of Instruction 48
Total Credits 3

Description
This course focuses on the knowledge and skills a CHW needs in order to assist clients in realizing healthy eating patterns, controlling their weight, integrating exercise into their lives, taking their medications, talking with their doctors, controlling substances such as tobacco, managing stress, achieving life balance, and attaining personal and family wellness. Emphasis will be on learning strategies that can be used to aid in client awareness, and assist clients in understanding and linking to services in heart disease and stroke, maternal care, diabetes, cancer, oral health and mental health. Prerequisites: None

Types of Instruction
<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Contact Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>48</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisites
None

Exit Learning Outcomes

Institutional Core Competencies
A. Critical and Creative Thinking
B. Written and Oral Communication
C. Teamwork and Problem-Solving

Competencies
1. Identify the principles of health and a healthy lifestyle.
   Learning Objectives
   a. Describe the elements of Healthy lifestyles including weight, exercise, recreation, relaxation and managing stress.
   b. Discuss the considerations of supporting a healthy lifestyle such as assisting clients with understanding healthy eating patterns, planning for exercise, being knowledgeable about their medications, talking with their doctors.
   c. Define life balance and describe the ways in which clients and their families can achieve it.
   d. Explain strategies that can be used to make clients aware of and incorporate health into their lifestyles.
e. Demonstrate different ways to educate clients about healthy lifestyles.

2. **Describe controlling substances such as tobacco and the effects on the body.**
   
   **Learning Objectives**
   
   a. Describe the long term effects of smoking on the human body.
   b. Identify four steps people can take to overcome the urge to smoke.
   c. Describe the long term effects of alcohol on the human body.
   d. Identify community resources to assist clients for smoking and drinking.

3. **Demonstrate how to promote a healthy lifestyle in self, client’s families and the community.**
   
   **Learning Objectives**
   
   a. Create the concept of health (chopra) within teaching materials for working with clients and communities.
   b. Define strategies to assist neighborhoods in assessing barriers to a health community.
   c. Identify cultural implications that may affect a healthy community.
   d. Define 3 different ways to approach clients and the communities you will be working with.

4. **Describe the physiology of the heart, risk factors and warning signs for heart disease and stroke, what might impact heart disease and stroke, and common treatments.**
   
   **Learning Objectives**
   
   a. Describe how the heart and blood vessels work.
   b. Recognize the risk factor for and causes of heart disease and stroke.
   c. Relate the warning signs of heart attack and stroke, and the signs of heart disease and other conditions that can lead to heart attack and stroke.
   d. Explain the most common treatments for diseases of the heart and blood vessels, for heart attack and stroke and for contributing conditions such as high blood pressure, high blood cholesterol, and diabetes.
   e. Discuss the emotional and socio-economic impacts of heart disease and stroke on clients and their families.
   f. Identify ways CHWs can work with communities and community members to prevent heart disease and stroke by encouraging healthy eating, physical activity, tobacco control, and stress reduction at the individual, family, and community level.
   g. Demonstrate how CHWs can assist their clients, families and the people in the community who are living with heart disease or a stroke-related disability take care of themselves, and prevent a second heart attack or a second stroke.
   h. Discuss the strategies needed to help clients take greater control over their health.

5. **Identify the needs and requirements to support the health of mothers and their children from prenatal to teen.**
   
   **Learning Objectives**
   
   a. Describe the cycle of birth from prenatal to labor and delivery to post-partum care and the role the CHW can play in this cycle.
   b. Explain cultural implications of the cycle of birth and mothering of infants.
   c. Relate the benefits of breastfeeding and how to assist mothers if they select it.
   d. Discuss the nutritional needs of mothers and infants.
   e. Relate the life stages of children including early childhood development through to teen years and the unique aspects of each stage.
   f. Explain the special considerations needed when dealing with teen behaviors and their health.
   g. Discuss the significance of such issues as sexuality and family planning when supporting clients and their families.
h. Describe the implications of STDs, substance abuse and domestic violence and their impact on clients, their families and the community.

i. Demonstrate the role of the CHW in identifying resources and providing access to those resources needed by mothers and their children.

6. **Define the disease of diabetes and the role of a CHW in working with clients with diabetes.**

   **Learning Objectives**
   
a. Define diabetes.

b. Recognize the risk factors for diabetes.

c. Identify the signs of diabetes and two tests used for diagnosing diabetes.

d. Explain how to balance food, physical activity, hygiene with treatment.

e. Discuss the long term complications associated with diabetes.

f. Develop plans for teaching diabetic clients and helping them achieve their highest level of wellness.

g. Demonstrate the role the CHW plays in diabetes prevention, control, resource identification and education.

7. **Describe cancer, its risk factors, the screening tests for diagnosis and the types of treatments clients may experience.**

   **Learning Objectives**
   
a. Discuss the incidence of cancer and its risk factors.

b. Describe how tumors form and list the terminology used to describe cancer processes.

c. Identify the appropriate screening tests for diagnosing selected cancers.

d. List the types of treatments used for cancer clients and their implications.

e. Relate the emotional stages clients go through when dealing with a cancer diagnosis.


g. Identify appropriate resources needed by cancer clients and how to link clients with those resources.

h. Demonstrate the role of the CHW in educating and supporting cancer clients and their families.

8. **Identify the broad range of topics needed to understand and promote oral health.**

   **Learning Objectives**
   
a. Describe dental anatomy and list the names and parts of the mouth.

b. Explain the requirements needed to realize personal safety and protection from infection.

c. Relate the strategies needed to offer oral hygiene instruction such as tooth brushing and flossing.

d. Discuss the elements of oral hygiene care and the guidelines that parents can use.

e. Identify the nutrition needed to achieve good oral health.

f. Explain how fluoride is used and dental caries can be prevented.

g. Identify insurance resources and how to use screening forms and complete Medicaid applications.

h. Locate oral health resources for clients and their families and ways in which they can access them.

9. **Define mental health and mental illness and the CHWs role in promoting mental health across cultures.**

   **Learning Objectives**
   
a. Discuss the incidence and impact of mental illness and its cultural implications.

b. Describe indicators of good mental health across the life cycle.
C. Recognize causes of mental illness and its risk stressors.

d. Identify symptoms and the importance of early interventions.

e. Explain the ethical and legal aspects of the CHW role in working with mentally ill clients.

f. Demonstrate empathy for those affected by mental illness and discuss these issues with sensitivity.


g. List local mental health resources and identify barriers to accessing care.

h. Promote mental health in self, clients, families and communities.