

COURSE OUTLINE - FALL SEMESTER 2001

**Course Title: Social Work 52- 309 Health Promotion and Peer Support and Communication with Hard to Reach Populations
Fall 2001**

Instructors: Mechthild Meyer (mmeyer.gentium@sympatico.ca),
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Office hours: Tuesdays, 11:00am to 11:45 at Office # 123 at CCHC
Wednesdays, 12:15 noon to 1:15 pm or by appointment

Class hours: Mondays: 6:00pm to 9:00pm from Sept. 17th to Oct. 29th only.
Tuesdays: 12:30pm to 4:30pm from Sept. 18th to Dec. 11th.
Saturdays: November 17th and December 8th 9:30 - 3:30

Location: Most classes will be held in the Program Room, CCHC.
You will be informed about the classes that will be held at the
School of Social Work, Carleton University

Components: HP=Health Promotion and Cancer Screening
PC=Peer Support and Communication
Total hours: 69 hours

Purpose

This course is offered to you as part of the research demonstration project: *Mujer Sana - Comunidad Sana* (Healthy Women - Healthy Communities). You will be trained with a group of eleven other women to become lay health promoters. The course will be taught in English and Spanish and is offered only to the women previously interviewed and selected for this project. After successful completion of two courses, you will continue your work within the project as a lay health promoter.

The course will focus on a community capacity building and individual behavioral change to health promotion. You will have the opportunity to learn more about Lay Health Promotion (LHP), which has been found successful in similar programs with minority populations (Earp et al, 1997; Booker et al, 1997 Eng, Parker, & Harlan, 1997). The principle behind LHP interventions is that health can be improved by identifying, training, and supporting 'natural or peer helpers', building on informal community-based lay helping systems. Natural helpers are community members who are respected, trusted, compassionate, and responsive to others' needs. Within social networks, natural helpers are those to whom others frequently turn when they need advice, assistance, or support. Their role is especially important in communities that are marginalized, and that experience barriers in accessing 'mainstream' sources of information, assistance, or support. Helpers who share the language, beliefs, and/or social/cultural characteristics of a minority community often act as 'cultural brokers', and provide a bridge between marginalized populations and formal systems of care.

You also will learn more about cancer screening methods especially for breast and cervical cancer. The rate of cancer of the cervix among the immigrant population in Canada is six times greater than the average; breast cancer screening is also greatly underutilized by minority women and there is insufficient information about the barriers that women from diverse cultures in Ottawa face in accessing cervical and breast cancer screening at optimal rates. North American literature suggests that Hispanic women in particular experience unique and complex barriers to breast and cervical screening that include cultural issues, language differences, fear and misinformation. This course focuses on how to empower Hispanic women in the community to actively make changes in their situation - consistent with the WHO concept of health promotion as 'the process of enabling people to increase control over, and to improve, their health'

Objectives

- Increase your knowledge about women's health, focusing on reproductive health, cancer, cancer screening.
- Increase your knowledge of health promotion, focusing on the Trans Theoretical Model and its application to the Mujer Sana, Comunidad Sana demonstration project.
- Enhance your role as natural or peer helpers in the community, especially with the marginalized Hispanic community.
- Increase your skills in peer counseling.
- Participate in developing culturally appropriate health promotion strategies that are complementary to 'mainstream' health promotion and care.
- Participate in developing culturally appropriate health education messages and interventions to increase cancer screening among Hispanic women.

Reading materials

All reading materials will be available at the Healthy Women, Healthy Communities Library. 420 Cooper St. Ottawa. Tel: 233-4443 ext: 2237. You also will receive copies of the required reading materials on a weekly basis. Readings have been assigned for the first two classes and will be assigned on an ongoing basis.

The required readings for this course will be:

- A bilingual (English-Spanish) **Resource manual for Healthy Women Healthy Communities/Mujer Sana, Comunidad Sana**. The Healthy Women, Healthy Community Project, will develop this resource manual. The manual focuses on Health Promotion and Peer Support and Communication with Hard to Reach Populations. Summer 2001.

- Health Canada (1999). El Sistema de Atención Médica de Canada/ Canada's Health Care System. Ottawa: Ministry of Supply and Services.
- Morris, Marika (2001). Women, Health and Action. CRIAW Fact Sheet. Ottawa, ON: Canadian Research Institute for the Advancement of Women (CRIAW/CREF).
- Gentium Consulting (1996). Immigrant Women and Substance Use. Current Issues, Programs and Recommendations. Monograph. Ottawa ON: Minster of Supply and Services.
- Masi, Ralph; Mensah, L.; & McLeod, K. (eds.) (1995). Health and Cultures Volume I and II. Oakville: Mosaic Press
- Komen, Susan G. (no date). The Provider's Role – Counseling Women for Mammography. Ottawa: Breast Cancer Foundation.
- The Ottawa Regional Women's Breast Health Centre (2001). My Personal Breast Cancer Information Binder. Canadian Breast Cancer Foundation. Ontario.

Course Requirements and Assignments

Given the hands-on nature of this course you will submit assignments on a bi-weekly basis for a period of ten weeks starting October 1st to December 05th.

You need to submit five assignments worth 125%. We, the instructors, will take the best four assignments, and the final course will be marked with a 100% total. All five assignments, however, must be completed and handed in. Each assignment will be worth 25 points. This type of marking will ensure that you accumulate your marks gradually over the course of the term. You also will receive constant feedback on your performance in this course.

Week 3: Oct. 5 **Worth 25 points** **A reflective practice log - journal.**

You will submit a journal (about 4 pages: 1,000-1,500 words) which will include the following:

- Your own learning goals for this course. 5 points
- How you will know that you have achieved your learning goals, for example, how you will evaluate your own learning. 5 points
How you will organize your time to complete the course successfully (a plan). 5 points
- Reflections on what kind of feedback or critique you would like from fellow students, and from the instructors. 5 points
- Ideas how you want to work with others together and what you will contribute to the group. 5 points

Week 5 : October 15-20 HP & PC Worth 25 points**Class presentations (individually or in pairs)**

Each pair (or individual) will present a brief summary or review of the health service delivery system. The focus will be on the role of one specific health service provider, (e.g., Public Health Nurse, Nurse, Nurse Practitioners, Family Doctor, Obstetrician and Gynaecologists); or one specific health service organization, (e.g. community health centre, hospital, Ontario Breast Screening Centre). To avoid repetition, you must choose different health service providers or service organizations. You also are asked to assess health providers/services strengths and weaknesses of providing health services to women, in particular racial minority women or those who speak other languages than English. Each presentation will last 30 minutes plus 10 minutes for class discussion. Students can choose to have the discussion as the presentation progresses or at the end of the presentation.

Evaluation criteria of your presentation:*Content (50%)*

- clarity and thoroughness in explaining the role of the service provider/health service within the health service delivery system
- assessment of strength and weaknesses of the service provider/health service to provide health services to minority women
- use of additional materials (handouts, overheads, displays) with correct and complete information

Style (25%)

- level of being prepared for the presentation
- organization of the presentation (Is the information given in logical and clear order?)
- presentation (can the speaker be clearly understood; does the presenter speak directly to the class)

Discussion and questions (25%)

- permitting equal participation and encouraging questions
- answering questions with correct information

Week 7 : Nov. 2 HP & PC Worth 25 points**Essay**

Each student will write a five page (1,200-1,500 words) essay on one of the following themes (a detailed guideline will be provided by the instructors) on:

- their knowledge about breast and cervical cancer
- the current guidelines re: breast and cervical cancer screening
- a theme about which the community has strong feelings
- describe very familiar scenes from everyday life in relation to the health of women

Week 9: November 12-17 HP & CD Worth 25 points
Teaching women about cancer screening: role play

You will do role plays on:

- explaining cancer screening and treatment to another woman
- teaching breast self-examination skills
- addressing uncomfortable issues with a woman

Evaluation criteria:

- overall, how you performed your role as a LHP 15 points
- how you applied basic listening and other skills 10 points
- if you provided correct and sufficient information 10 points

A guide on possible scenarios will be developed in consultation with the students and instructors.

Week 11: Nov. 26-28 HC & CD Worth 25 points
Resource package and class presentations (individually and in teams)

Students will prepare a resource package for women with available materials provided by the training and available at the Healthy women, Healthy Communities library. Students will then present the package to the class explaining:

- how the LHP can use the package 5 points
- the content of the package 5 points
- how women, especially isolated once, might use the package on their own 5 points
- how the package might help in building community capacity 5 points
- possible limitation of the package as an information and outreach tool 5 points

The size of the package will be collectively decided between the instructors and the advisory committee.

General Reminders

Students with special needs

If you have a need for special accommodations as a result of a disability, please talk to us as soon as possible. you must also contact the Paul Menton Centre for Persons with Disabilities to obtain a letter of accommodation for any special arrangements.

Assignments: All assignments must be handed to one of the instructors on the dates indicated in the course outline. Handing in assignments late is unfair both to other students who hand assignments in on time and the instructors who must submit grades on time. In exceptional circumstances (illness or family emergencies) it may be difficult to meet the deadlines and in such cases you must contact one of the instructors before the paper is due. In these cases extensions to the due date must be justified with a medical or other appropriate certificate. Late assignments will not be considered for grade.

Absences: All classes are mandatory.

This course is designed in a participatory format where your attendance and participation in the class discussions are essential to your own and others' learning. Any student who is absent for four or more classes will not receive a grade for the course as a full third of the course will have been missed. If four or more classes have been missed, any completed work will not be marked in assigning a final grade of "F".

Plagiarism

The University of Carleton has decided that:

"Plagiarism has occurred when a student either:

- a) directly copies another's work without acknowledgement; or
- b) closely paraphrases the equivalent of a short paragraph or more without acknowledgement; or
- c) borrows, with acknowledgement, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, were such ideas, if they were the student's own, would contribute to the merit of his or her own work."

Students! You are seriously cautioned, by the university and the department, not to plagiarize. When you use direct quotes or ideas from another source you must use quotation marks and cite the author (s), editor (s), publisher, date of publication and page(s).

Because of the seriousness of this instructional offense those who plagiarized and are caught can be expelled from the program and the university.

!!!!!!!!! Be warned, plagiarism is a serious offense !!!!!!!!!!!!!

Grading

Carleton University employs a 12 point system of letter grades to represent student's marks. The letter grades used, and the grade point equivalents are outlined below. In addition, the instructors will provide a standard interpretation of what each letter designation means with respect to the quality of work submitted.

A+ 12	B+ 9	C+ 6	D+ 3
A 11	B 8	C 5	D 2
A- 10	B- 7	C- 4	D- 1

The school of Social work uses the following equivalent percentages as guide:

A+ 90-100	B- 70-72	D 53-56
A 85-89	C+ 67-69	D- 50-52
A- 80-84	C 63-66	
B+ 77-79	C- 60-62	
B 73-76	D+ 57-59	

Outline of Weekly Sessions

Week 1

Monday - Sept. 17 6:00 - 9:00 pm

Topic: Course overview, and expectations

First session will provide an overview of the course, its content, expectations, and assignments. We also will provide information on the supports that are available to you to complete the course successfully. You will be asked to complete a brief 'knowledge assessment' for us to review what you already know. This test will be repeated at the end of the course.

Recommended readings:

- Estable, Alma; Mechthild Meyer and Gordon Pon (1997). Teach me to Thunder. A training manual for Anti-racism Trainers. From the Margin. Canada. Section on Warm-up Activities, pp. 53-72 (English)
- Vargas, Laura (1984). Técnicas Participativas para la educación popular. Editado por Centro de Estudios y Publicaciones ALFORJA. Costa Rica. (Spanish)

Tuesday - Sept.18 , 12:30 - 4:30pm

Women's health and women's reproductive system (HP)

Presentation and facilitation: Maureen Mungall, Nurse Practitioner
Centretown Community Health Centre

Required reading:

- Morris, Marika (2001). Women, Health and Action. CRIAW Fact Sheet. Ottawa, ON: Canadian Research Institute for the Advancement of Women (CRIAW/CREW).
- Immigrant Women's Centre (1981). Immigrant Women's Health Handbook. A Book by and for Immigrant Women. Toronto, ON: Immigrant Women's Centre. (English, Spanish).
- Bolaria, B., Singh, B., and Bolaria, R. (eds) 1994 "Introduction", in Racial Minorities Medicine and Health. Halifax, Nova Scotia: Fernwood Publishing, pp.148-168.
- Mujer Sana project (internal document). What is a Healthy Woman? (June 19 document) (English)

Week 2:

Monday - Sept. 24, 6:00-9:00 pm

Topic: Introduction to Peer Support and Communication (PC)

- how to communicate so that others will listen
- building relationships with clients
- supportive listening
- role plays: applying communication supportive listening skills

Tuesday - Sept.25, 12:30- 4:30 pm

Topic: Health Care Delivery System (HP)

- review of health service delivery system
- Who are the health service providers: roles of Public Health Nurses, Nurse, Nurse Practitioners, Family Doctor, Obstetrician and Gynecologists
Presenters: Dr. Kathrine Treehuba, obstetrician and gynecologist
Dr. Stu MacLeod, family physician in private group practice

Required Readings:

Health Canada (1999). El Sistema de Atencion Medica de Canada/ Canada's Health Care System. Ottawa: Ministry of Supply and Services. (English and Spanish)

Week 3

Monday - Oct. 01, 6:00-9:00 pm

Topic: Peer education and lay health promotion (PC)

- concept and history of peer education across the world;
- the concept of the 'natural helper'
- role of the lay health promoter

Tuesday - Oct. 2, 12:30 - 4:30 pm (HP)

Topic: Health Promotion

- Health promotion and preventative care in the Canadian system

Required Readings:

Gentium Consulting (1996). Immigrant Women and Substance Use. Current Issues, Programs and Recommendations. Monograph. Ottawa ON: Minster of Supply and Services.

Week 4

Monday - Oct. 8, no class - Thanksgiving

Week 5

Monday - Oct. 15, 6:00-9:00 pm

Topic: Leadership (PC)

- increasing confidence in myself, my knowledge, and my skills
- becoming a positive role model

This course utilizes a participatory methodology with adult learners. You are aware and have agreed to this methodology which permits some flexibility in assigning specific readings to each class. Therefore, in addition to the required texts, additional readings will be selected from a range of popular sources in Spanish and English. For classes in weeks 5 to 13, readings will be identified according to emerging student needs and you will be informed ahead of each class.

Tuesday - Oct. 16, 12:30 - 4:30 pm

Topic: Breast and cervical cancer (HP)

- Myths and Facts: questions and answers about breast and cervical cancer
- diagnosis, treatment, follow-up, monitoring guidelines

Week 6

Monday - Oct. 22, 6:00- 9:00 pm

Topic: Developing Trust (PC)

- defining your style for developing trust
- establishing relationships with clients

Tuesday - Oct. 23, 12:30-4:30 pm**Topic: Teaching BSE (HP)**

- practice situation: how to explain cancer prevention and treatment to another woman
- how to teach breast self-examination skills
- how to address uncomfortable issues with a woman

Wednesday - Oct. 24, 9:00am - 12:00pm**Topic: Conducting Home visits (PC)**

- how to conduct home visits
- function of a home visit

Week 7**Tuesday - Oct. 30, 12:30 - 4:30 pm****Topic: Resources (HP)**

- developing a resource package for women

Week 8**Monday - Nov. 5, 6:00-9:00pm****Topic: Terms (HP)**

- use of correct terminology in health care (English and Spanish)
- role plays: practicing & applying terms in context (English and Spanish)

Wednesday - Nov. 7, 9:00am -12:00pm**Topic: Overcoming discomfort (PC)**

- how to address discomfort when addressing breast and cervical cancer screening: role plays
- how to lighten up situations (using humour)

Week 9**Wednesday - Nov.14, 9:00am-12:00pm****Topic: Assessment and referrals (PC)**

- assessing violent and dangerous situations
- when to call in help, where to refer to
- the limits of confidentiality

Saturday - Nov. 17, 9:30am-12:00pm**Topic: Assessment and referrals (HP/PC)**

- assessing situations, when to refer and to whom (case reviews)
- how to refer appropriately
- contacting another professional

Saturday - Nov. 17, 1:00-3:30 pm**Topic: Setting Boundaries (HP/PC)**

- balancing the helping role: setting professional boundaries : “I’m not a therapist ...”
- when to give advise

Week 10

Tuesday - Nov. 20, 12:30-4:30 pm

Topic: Ethics (HP)

- dealing with issues of confidentiality in a professional manner
- what are the legal implications of providing information
- what is the role of CCHC as my employer

Week 11

Tuesday - Nov. 27, 12:30-4:30 pm

Topic: Boundaries (HP)

- setting boundaries (role plays)

Week 12

Monday - Dec. 3, 6:00-9:00 pm

Topic: Adult education (PC)

- what teaching methods work well with adults
- how to explain health information
- how to use resources in the teaching process
- how to check if the client understood the information

Saturday - Dec. 8, 9:00 am -12:00pm

Topic: Group facilitation (PC)

- group dynamics,
- group work;
- practicing group facilitation
- students in teams will design and facilitate a workshop
- students in teams will prepare and give a presentation

Saturday - Dec. 8, 1:00 pm 3:30 pm

Topic: Stress (HP)

- how to deal with stress and stressful situations
- relaxation techniques

Week 13

Wednesday - Dec.12, 9:00 am -12:00pm

Topic: Review and Evaluation

- evaluating own learning

December 15. Course Graduation