

SADDLEBACK COLLEGE
PUBLIC HEALTH PROGRAM
Health Sciences & Human Services
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Public Health Student Handbook



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I. Public Health Programs

General Information

The Public Health (PH) program provides includes three distinct tracks:

Public Health Associate Degree to Transfer (AS-T)

The Public Health Associate Degree to Transfer (AS-T), prepares students with a general education in the principles, concepts and methodologies of Public Health and provide students with a foundation for a future career in public health, health education and other health-related fields. Students will gain a broad level understanding of individual, community, and population health at the local, national and global levels. The PH associate degree program comprises of 23-24 units of coursework plus general education units. The PH associates degree typically takes 2 years or 4 semesters to complete. The program provides training through didactic instruction.

To earn the AS-T Degree in Public Health, students must complete both PH department requirements and General Education requirements. A previous associate degree, bachelor's degree or higher degree does not automatically meet general education requirements. All outside transcripts must be evaluated toward Saddleback College's requirements. Please check out the details of the Public Health associates degree at Saddleback College by visiting the PH website. The most current Road Map is available on the Public Health website. Failure to follow the prescribed course sequence can delay graduation since some courses may only be offered once a year.

Community Health Worker (CHW) Certificate of Achievement

The Community Health Worker (CHW) Certificate of Achievement provides students with the skills needed to work in public health, healthcare, and social services. CHWs provide services including health education, navigation through healthcare systems and services, health outreach, community health data collection, and health promotion. The CHW Certificate comprises 25 coursework units and typically takes one year or 2 semesters to complete. The program provides training through didactic instruction and directed practice.

All outside transcripts must be evaluated toward Saddleback College's requirements. Please check out the details of the CHW Certificate at Saddleback College by visiting the PH website. The most current Road Map is available on the Public Health website. Failure to follow the prescribed course sequence can delay graduation since some courses may only be offered once a year.

Community Health Worker (CHW) Certificate of Completion

This 5-course, non-credit Community Health Worker (CHW) Certificate of Completion can be completed in about 216 hours (about 1 and a half semesters). Students can choose between 2 of the experiential specialties as their capstone course in either aging or co-occurring disorders. Although 4 of the courses in this certificate overlap with the credit certificate, this program is built for entry-level work. The 9-course credit certificate has more courses with a broader focus without the specialization and is a pathway to the Public Health transfer degree whereby students can apply their some of their courses towards the degree and higher education. Skills are related to public health, healthcare, and

social services. CHWs provide services including health education, navigation through healthcare systems and services, health outreach, community health data collection, and health promotion. Graduates will be able to help improve quality of life for clients by identifying the social determinants of health (SDOH) and disparities in communities, increasing access to health care services, promoting health screening, and providing public health education on available health services and recommendations. The certificate is for both entry-level individuals and for providing additional competencies to those employed in various fields. Graduates can work in various settings including healthcare clinics, mental health facilities, substance abuse programs, nursing homes, assisted living, and neighborhood and faith-based organizations.

Public Health Informatics and Technology (PHIT) Certificate

The Public Health Informatics and Technology Certificate of Achievement provides skills and knowledge to work in a new, multidisciplinary field. Students will be introduced to the basic concepts of public health infrastructure, data analysis and reporting, public health informatics and information systems, health services organization and delivery methods, data interchange standards, disruptive innovation, and data integrity, privacy, and security. The PHIT Certificate comprises 14 coursework units and typically takes one semester to complete. The program provides training through didactic instruction.

All outside transcripts must be evaluated toward Saddleback College's requirements. Please check out the details of the PHIT Certificate at Saddleback College by visiting the PH website. The most current Road Map is available on the Public Health website.

The Saddleback College PH program anticipates a diverse student population, including students with disabilities that represent the clients and patients they will work with. Students requiring disability related accommodations during didactic, lab, or externships should contact DSPS as early as possible as some accommodations require additional time to implement. DSPS may need to coordinate with the PPE Coordinator to determine which accommodations are reasonable during the externship.

Accreditation and Certification

Saddleback College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, located at 10 Commercial Blvd, Suite 204, Novato, CA 94949, (415) 506-0234. The ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008.

Public Health Programs Mission

The mission of the Public Health programs at Saddleback College is to provide comprehensive and high-quality courses that enable students to become proficient and innovative Public Health professionals, and to prepare students to pursue advanced learning opportunities the field of Public Health.

II. Public Health Associate Degree to Transfer

Catalog Description

The Public Health Associate Degree to Transfer (AS-T) is designed to prepare students with a general education in the principles, concepts and methodologies of Public Health. Public Health is a dynamic field that focuses on community-based efforts to prevent disease, prolong life, and promote healthy environments and lifestyles. Students discuss the role of community engagement in promoting public health and social justice. They will learn of the multiple determinants of health, including sociological, economic, genetic, behavioral, environmental, and other factors that impact human health and health disparities. Students will gain understanding of the biopsychosocial basis for health and healthy populations. Students study the risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and public health. They will apply the basic concepts, methods, and tools of public health data collection, use, and analysis and explain why evidence-based approaches an essential part of public health practice.

Students will be prepared for careers in various settings, including hospitals, state and local health departments, non-profit agencies, educational institutions, research organizations, health clinics, and international programs.

This degree is designed for seamless transfer to a California State University. Students graduating with an associate in science in Public Health for Transfer Degree are well positioned to complete a bachelor's degree in a similar major within the California State University system with 60 units of upper-division coursework. Students who complete the Public Health AS-T degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students must maintain a minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum 2.0 is required for CSU admission, some majors may require a higher GPA. Please consult a counselor for more information.

Program Student Learning Outcomes

- Appraise the guiding principles of public health as a discipline, including how public health differs from personal health.
- Propose public health interventions to improve the health of a population.
- Assess the burden of disease on the health of environmental exposures and use data to support evidence-based practices.
- Identify the various determinants of health and how it is impacted by policies

Tuition, Fees, and Program Costs

Tuition charges and course fees are subject to change. If tuition increases, it usually occurs at the start of fall semester. Saddleback tuition is different for residents and nonresidents. The listed

tuition and fees are based on the current academic year and the program's minimum completion requirements. The actual cost can vary based on the number of courses taken.

Tuition/Fees	PH A.S. Degree (60 units)
Tuition @ \$46/Unit	\$2,760
Books (Avg. \$100/Course)	\$2,000
Health Fee (\$26/Semester x 4)	\$104
Total	\$4,864

The Financial Aid Office at Saddleback College provides services to students in their search for funds to help offset the cost of their education. Saddleback College provides several types of financial assistance to eligible students, mostly based on financial need. Students are encouraged to apply for financial aid each year, as financial circumstances can change from year to year.

Field trips

These may be used to provide educational experiences unavailable on campus. Any costs incurred with field trips are the responsibility of the student.

Public Health Code of Ethics

A. Professionalism and Trust. The effectiveness of public health policies, practices, and actions depends upon public trust gained through decisions based on the highest ethical, scientific, and professional standards. Public health gains public trust in part because its practices are informed by evidence. When the needed evidence is lacking, public health seeks it, and when the evidence reveals faulty or inadequate practices, public health seeks to improve those practices. At times public health practitioners must respond to a situation in the absence of complete scientific information, which highlights the importance of having an ethical framework to drive decision making. Public health practitioners and organizations promote competence, honesty, and accuracy and ensure that their work is not unduly influenced by secondary interests. Public health decision makers need to be transparent and honest about disclosing conflicting interests and influences.

B. Health and Safety. Health and safety are essential conditions for human flourishing. Public health practitioners and organizations have an ethical responsibility to prevent, minimize, and mitigate health harms and to promote and protect public safety, health, and well-being.

C. Health Justice and Equity. Human flourishing requires the resources and social conditions necessary to secure equal opportunities for the realization of health and other capabilities by individuals and communities. Public health practitioners and organizations have an ethical obligation to use their knowledge, skills, experience, and influence to promote equitable distribution of burdens, benefits, and opportunities for health, regardless of an individual's or a group's relative position in social hierarchies. Health justice and equity also extend to ensuring that public health activities do not exacerbate health inequities. In addition, health justice does not pertain only to the distribution of scarce resources in transactions among individuals; it also involves remediation of structural and institutional forms of domination that arise from inequalities related to voice, power,

and wealth. It is difficult for public health to promote health justice at the transactional level if it does not take steps to promote it at the structural and institutional levels as well.

D. Interdependence and Solidarity. The health of every individual is linked to the health of every other individual within the human community, to other living creatures, and to the integrity and functioning of environmental ecosystems. Public health practitioners and organizations have an ethical obligation to foster positive—and mitigate negative—relationships among individuals, societies, and environments in ways that protect and promote the flourishing of humans, communities, nonhuman animals, and the ecologies in which they live. Attention to potential intergenerational conflicts over resources can sometimes be essential.

E. Human Rights and Civil Liberties. While coercive legal measures limiting behavior can be ethically justified in certain circumstances, overall, the effective and ethical practice of public health depends upon social and cultural conditions of respect for personal autonomy, self-determination, privacy, and the absence of domination in its many interpersonal and institutional forms. Contemporary public health respects and helps sustain those social and cultural conditions.

F. Inclusivity and Engagement. Preventing adverse health outcomes and protecting and promoting the flourishing of individuals, societies, and ecosystems require informed public decision-making processes that engage affected individuals and communities. Public health practitioners and organizations have an ethical responsibility to be transparent, to be accountable to the public at large, and to include and engage diverse publics, communities, or stakeholders in their decision making.

Courses and Program Requirements

- **PH 1 – Introduction to Public Health (3 units)** -This course provides an introduction to the discipline of Public Health. Students will gain an understanding of the basic concepts and terminologies of public health, and the history and accomplishments of public health officials and agencies. An overview of the functions of various public health professions and institutions, and an in-depth examination of the core public health disciplines is covered. Topics include the epidemiology of infectious and chronic disease; prevention and control of diseases in the community, including the analysis of the social determinants of health and strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; environmental health and safety; global health; and healthcare policy and management
- **PH 102 – Health Education & Promotion (3 units)** – This course provides an introduction to the health inequities in the United States that stem from unequal living conditions. Students will explore how education, socioeconomic status, racism, and gender shape health epidemics and policy development. Fundamental theories to advocate for health and social justice will be explored, and community organizing approaches will be practiced. - **OR** – **HLTH 3 – Womens Health Issues (3 units)**- An exploration of health issues that affect the quality of women's daily lives. A special emphasis on sexuality, intimate relationships, reproductive issues and PMS, preventative health care, fitness and nutrition, stress management and emotional well-being, and aging. - **OR** – **HS 170 – Alcohol & Other Drugs In Our Society (3 units)**- Historical and sociological perspective on the use, abuse and social control of psychoactive drugs. Includes overviews of the biopsychosocial nature of addiction; the

impact of addiction on families and society; contemporary treatment and prevention approaches; and the addiction counseling profession.

- **PH 103 – Health & Social Justice (3 units)**– Provides an introduction to the U.S. healthcare system and the services offered by each component. Students will learn about available health care services in various settings, health care financing, delivery, reimbursement, the role of health care providers, public health policy, health care costs, health resource prioritization, research, and health technology. Students will explore the health system in terms of social, psychological, and physiological impact on health.
- **HLTH 1 – Contemporary Health Issues (3 units)** – Exploration into traditional and holistic health topics as they affect the lives of the individual, family, community and society.
- **MATH 10 – Introduction to Statistics (3 units)** – This course teaches students how to use hypothesis testing and predictive techniques to facilitate decision-making. Students apply statistical methods and technology to study problems in a variety of disciplines including business, social sciences, psychology, life science, health science, and education. - **OR** – **Psych 44 – Statistics for Behavioral Science (3 units)**- Introduces psychology and behavioral science majors to descriptive and inferential statistical methods that are essential to the understanding, interpretation, and performance of scientific research - **OR** – **BUS 10 – Business Statistics (3 units)**- Probability techniques, hypothesis testing, predictive techniques; descriptive statistics; probability and sampling distributions; statistical inference; correlation; linear regression; analysis of variance, chi-square and t-tests; interpretation of statistical findings. Uses business and economics data
- **BIO 20 – Introduction to Biology (4 units)** – An integrated study of the basic principles of biology, with emphasis on the principles of structure and function, genetics, development, evolution and ecology.
- **PSYC 5 – Psychological Aspects of Human Sexuality (3 units)** – An introduction to the fundamentals of the development and practice of sexuality in the human being and the historical, psychological, and psychosocial aspects of human sexuality from childhood to old age, including human sexual anatomy, fulfillment differences among the sexes, sexual dysfunction and corrective therapy
- **CHEM 3 – Fundamental Chemistry (4 units)** – A preparatory course for students planning to take CHEM 1A, who have not recently had a strong high school chemistry course.- **OR** – **CHEM 1A – General Chemistry (5 units)** - Study of the principles of chemistry for science and engineering majors. Topics include: atomic and molecular structure, bonding, nomenclature, formulas, equations, stoichiometry, thermochemistry, gases, liquids, solids and solutions. **OR** – **BIO 11 – Human Anatomy (4 units)**- Includes synopsis of anatomy based on human material and the dissection of the cat. Designed for biology majors and health pre-professionals. - **OR** – **BIO 12 Human Physiology (4 units)**- Function and integration of the major human organ systems with emphasis on the CV, reproductive, urinary, lymphatic, integument, endocrine, respiratory, digestive, and nervous systems. Designed for biology majors and health pre-professionals

Applying to the PH Associates of Science Degree Program

Please see the steps below to enroll in the program.

Saddleback College / IVC Student ID:

- Students must have a Saddleback College/IVC student ID # to apply. If you do not have one, please apply to the college [here](#).

Counseling:

- For advising regarding our Public Health AS-T, you can connect with the program counselor Elizabeth Weiss or David Francisco by scheduling an appointment. To do so, please call our Counseling Office at **949-582- 4572**, we begin scheduling appointments every business morning at 8 am. Counseling appointments will be released 7 days in advance.
- To be added to our Counselor Call Back list for a quick 15-minute question regarding the program, call us at (949) 582-4572 or e-mail us at sc-ecounselor@saddleback.edu. In your message include your name, student ID number, and a brief description/question for the counselor, be sure to be specific that you would need to speak to the Public Health AS-T program counselor. You may also visit our Zoom lobby Monday- Thursday 8 am to 5 pm to be added to our callback list. Please [click here](#) to enter. Please [view online counseling appointment instructions here.](#)

Transcripts:

- Official relevant transcripts from outside colleges other than Saddleback College/IVC must be sent to the [Admissions & Records office](#)
- See the link on [How to Order an Official Transcript](#)
- International transcripts must be evaluated by an acceptable third party, NACES, at: <https://www.naces.org/member>

Petition For Course Substitution or Waiver:

- All course petitions (if applicable) for credit of courses taken outside of Saddleback/IVC should be submitted. Please meet with a counselor to petition for the courses. Some courses belong to different departments and need to be on separate forms. You will be uploading your **unofficial transcripts** as part of this application.
- **For PH AS-T degree only:** to earn the AS-T Degree in Public Health, students must complete **both** PH department requirements and General Education requirements. A previous associate, bachelor's or higher degree does not automatically meet general education requirements. All outside transcripts must be evaluated toward Saddleback College's requirements.

DSPS or Students with Disabilities

- The Disabled Students Programs and Services (DSPS) program provides support services, specialized instruction, and authorizes educational accommodations for students with disabilities so that they can participate fully and benefit equitably in their college experience. Students requiring DSPS services should register early with the DSPS Office to ensure accommodations are in place prior to the start of the program.

Failing, Withdrawal, Leave of Absence, and Readmission into the Program

Courses have repeatability restrictions and students may not be able to repeat courses more than twice. Please check the repeatability status of the course related to failing grades or withdrawals. All students must make appointments with the Counselor every semester to make sure that they are on track. Many of the courses are only offered once a year.

Students are encouraged to discuss their class status with the instructor or Department Chair/Program Director before withdrawing from the course or taking a leave of absence (LOA) from the program. A break of more than one semester will result in the student losing catalog rights and having to reapply to the program which may have changed and may involve additional courses.

III. Community Health Worker (CHW) Certificate of Achievement (For Credit)

Catalog Description

The Community Health Worker (CHW) Certificate of Achievement program provides the students with the skills needed to work in public health, healthcare, and social services. CHWs provide services including health education, navigation through healthcare systems and services, health outreach, community health data collection, and health promotion. Graduates will be able to help improve quality of life by identifying the social determinants of health (SDOH) and disparities in communities, increasing access to health care services, promoting health screening, and providing public health education on available health services and recommendations. The certificate is for both entry-level individuals and for providing additional competencies to those employed in various fields. Graduates can work in various settings including healthcare clinics, mental health facilities, substance abuse programs, nursing homes, assisted living, and neighborhood and faith-based organizations.

Advisory Committee

The Advisory Committee for the Community Health Worker (CHW) program is composed of public health professionals from several healthcare institutions, faculty, students, and alumni. This committee reviews curriculum, policies, and procedures and makes recommendations to the faculty regarding the current practice of the public health and CHW profession.

Occupations/Fields that the program will prepare the student to enter

- Community Health Worker
- Health Advocates
- Contact Tracers
- Community Liaisons
- Health Navigators
- Community Navigators
- Community Health Advisors
- Outreach Educators
- Community Health Representatives
- Peer Health Promoters

Competencies

In order to progress and graduate in the CHW program, students must be able to demonstrate the following Competencies and Learning Outcomes, with or without reasonable accommodation.

- Communication skills related to healthcare
- Relationship building between patient and provider
- Healthcare services navigation and coordination
- Health advocacy, education, and outreach
- Health data assessment
- Knowledge of public health principles
- Knowledge of social determinants of health

Student Learning Outcomes

- Describe the U.S. healthcare system in terms of social, psychological, and physiological impact on health and the services offered by each component.
- Facilitate access to resources and increase the clients' ability to navigate the health care system.
- Describe the concept of public health as it relates to community health workers.
- Provide health education plans to promote healthy behaviors, address health risks and reduce harm.

CHW Salary Ranges

National

As of 2022, the median annual wage for a Community Health Worker (CHW) in the United States is \$48,200 a year.

[U.S. Bureau of Labor Statistics](#)

State of California

The average salary for a Community Health Worker (CHW) in California is \$57,860. However, salaries can vary by location.

[U.S Bureau of Labor Statistics](#)

Tuition, Fees, and Program Costs

Tuition charges and course fees are subject to change. If tuition increases, it usually occurs at the start of fall semester. Saddleback tuition is different for residents and nonresidents. The listed tuition and fees are based on the current academic year and are based on the minimum completion requirements of the program. Actual cost can vary based on the number of courses taken.

Tuition/Fees	CHW Certificate (For Credit) (25 units)
Tuition @ \$46/Unit	\$1,150
Books (Avg. \$100/Course)	\$800
Health Fee (\$26/Semester x 2)	\$52
Professional Practice Experience (PPE) Expenses	
-Medical Clearance and Immunizations	\$150
-Student Medical Liability Insurance	\$28
-Background Investigation Fee	\$50
Total	\$2,230

The Financial Aid Office at Saddleback College provides services to students in their search for funds to help offset the cost of their education. Saddleback College provides several types of financial assistance to eligible students, most based on financial need. Students are encouraged to apply for financial aid each year, as financial circumstances can change from year to year.

Field trips

These may be used to provide educational experiences unavailable on campus. Any costs incurred with field trips are the responsibility of the student.

Community Health Worker Code of Ethics

Article 1: Responsibilities in the Delivery of Care

Community Health Workers build trust and community capacity by improving the health and social welfare of the clients they serve. When a conflict arises among individuals, groups, agencies, or institutions, Community Health Workers should consider all issues and give priority to those that promote the wellness and quality of living for the individual/client. The following provisions promote the professional integrity of Community Health Workers.

1.1 Honesty

Community Health Workers are professionals that strive to ensure the best health outcomes for the communities they serve. They communicate the potential benefits and consequences of available services, including the programs they are employed under.

1.2 Confidentiality

Community Health Workers respect the confidentiality, privacy, and trust of individuals, families, and communities that they serve. They understand and abide by employer policies, as well as state and federal confidentiality laws that are relevant to their work.

1.3 Scope of Ability and Training

Community Health Workers are truthful about qualifications, competencies, and limitations on the services they may provide, and should not misrepresent qualifications or competencies to individuals, families, communities, or employers.

1.4 Quality of Care

Community Health Workers strive to provide high quality service to individuals, families, and communities. They do this through continued education, trainings, and an obligation to ensure the information they provide is up-to-date and accurate.

1.5 Referral to Appropriate Services

Community Health Workers acknowledge when client issues are outside of their scope of practice and refer clients to the appropriate health, wellness, or social support services when necessary.

1.6 Legal Obligations

Community Health Workers have an obligation to report actual or potential harm to individuals within the communities they serve to the appropriate authorities. Additionally, Community Health Workers have a responsibility to follow requirements set by states, the federal government, and/or their employing organizations. Responsibility to the larger society or specific legal obligations may supersede the loyalty owed to individual community members.

Article 2. Promotion of Equitable Relationships

Community Health Workers focus their efforts on the well-being of the whole community. They value and respect the expertise and knowledge that each community member possesses. In turn, Community Health Workers strive to create equitable partnerships with communities to address all issues of health and well-being.

2.1 Cultural Humility

Community Health Workers possess expertise in the communities in which they serve. They maintain a high degree of humility and respect for the cultural diversity within each community. As advocates for their communities, Community Health Workers have an obligation to inform employers and others when policies and procedures will offend or harm communities, or are ineffective within the communities where they work.

2.2 Maintaining the Trust of the Community

Community Health Workers are often members of their communities and their effectiveness in providing services derives from the trust placed in them by members of these communities. Community Health Workers do not act in ways that could jeopardize the trust placed in them by the communities they serve.

2.3 Respect for Human Rights

Community Health Workers maintain professional relationship with clients. They establish, respect, and actively maintain personal boundaries between them and their clients.

2.4 Anti-Discrimination

Community Health Workers do not discriminate against anyone based on race, ethnicity, gender, sexual orientation, age, religion, social status, disability, or immigration status.

2.5 Client Relationships

Community Health Workers maintain professional relationships with clients. They establish, respect, and actively maintain personal boundaries between them and their clients.

Article 3. Interactions with Other Service Providers

Community Health Workers maintain professional partnerships with other service providers in order to serve the community effectively.

3.1 Cooperation

Community Health Workers place the well-being of those they serve above personal disagreements and work cooperatively with any other person or organization dedicated to helping provide care to those in need.

3.2 Conduct

Community Health Workers promote integrity in the delivery of health and social services. They respect the rights, dignity, and worth of all people and have an ethical obligation to report any inappropriate behavior (e.g. sexual harassment, racial discrimination, etc.) to the proper authority.

3.3 Self-Presentation

Community Health Workers are truthful and forthright in presenting their background and training to other service providers.

Article 4. Professional Rights and Responsibilities

The Community Health Worker profession is dedicated to excellence in promoting well-being in communities. Guided by common values, Community Health Workers have the responsibility to uphold the principles and integrity of the profession as they assist families to make decisions impacting their well-being. Community Health Workers embrace individual, family, and community strengths and build upon them to increase community capacity.

4.1 Continuing Education

Community Health Workers should remain up-to-date on any developments that substantially affect their ability to competently render services. Community Health Workers strive to expand their professional knowledge base and competencies through education and participation in professional organizations.

4.2 Advocacy for Change in Law and Policy

Community Health Workers are advocates for change and work on impacting policies that promote social justice and hold systems accountable for being responsive to communities.

4.3 Enhance Community Capacity

Community Health Workers assist individuals and communities in moving toward self-sufficiency in order to promote the creation of opportunities and resources that support their autonomy.

4.4 Wellness and Safety

Community Health Workers are sensitive to their own personal well-being (physical, mental, and spiritual health) and strive to maintain a safe environment for themselves and the communities they serve.

4.5 Loyalty to the Profession

Community Health Workers are loyal to the profession and aim to advance the efforts of other Community Health Workers worldwide.

4.6 Advocacy for the Profession

Community Health Workers are advocates for the profession. They are members, leaders, and active participants in local, state, and national professional organizations.

4.7 Recognition of Others

Community Health Workers give recognition to others for their professional contributions and achievements.

Courses and Program Requirements

- **PH 1 – Introduction to Public Health (3 units)** -This course provides an introduction to the discipline of Public Health. Students will gain an understanding of the basic concepts and terminologies of public health, and the history and accomplishments of public health officials and agencies. An overview of the functions of various public health professions and institutions, and an in-depth examination of the core public health disciplines is covered. Topics include the epidemiology of infectious and chronic disease; prevention and control of diseases in the community, including the analysis of the social determinants of health and strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; environmental health and safety; global health; and healthcare policy and management
- **PH 102 – Health Education & Promotion (3 units)** – This course provides an introduction to the health inequities in the United States that stem from unequal living conditions. Students will explore how education, socioeconomic status, racism, and gender shape health epidemics and policy development. Fundamental theories to advocate for health and social justice will be explored, and community organizing approaches will be practiced.
- **PH 103 – Health & Social Justice (3 units)** – Provides an introduction to the U.S. healthcare system and the services offered by each component. Students will learn about available health care services in various settings, health care financing, delivery, reimbursement, the role of health care providers, public health policy, health care costs, health resource prioritization, research, and health technology. Students will explore the health system in terms of social, psychological, and physiological impact on health.
- **HLTH 1 – Contemporary Health Issues (3 units)** – Exploration into traditional and holistic health topics as they affect the lives of the individual, family, community and society.
- **MATH 10 – Introduction to Statistics (3 units)** – This course teaches students how to use hypothesis testing and predictive techniques to facilitate decision-making. Students apply statistical methods and technology to study problems in a variety of disciplines including business, social sciences, psychology, life science, health science, and education. - **OR – Psych 44 – Statistics for Behavioral Science (3 units)**- Introduces psychology and behavioral science majors to descriptive and inferential statistical methods that are essential to the understanding, interpretation, and performance of scientific research - **OR – BUS 10 – Business Statistics (3 units)**- Probability techniques, hypothesis testing, predictive techniques; descriptive statistics; probability and sampling distributions; statistical inference; correlation; linear regression; analysis of variance, chi-square and t-tests; interpretation of statistical findings. Uses business and economics data
- **PH 204 – Interpersonal Communication in Health (1 units)** – This course covers highly important interprofessional communication skills for the healthcare setting, including teamwork, patient-centered care, conflict resolution, and collaboration toward improvement of patient outcomes. Verbal, nonverbal, reading, writing, and listening skills are covered. Students will learn the value of positive and effective communication in the healthcare setting and how to communicate assertively.

- **HSC 104 – Medical Terminology (3 units)** – Includes basic structure of medical terms and components. Builds a medical vocabulary applicable to specialty fields, major diseases, physical examination terms, diagnosis and treatment
- **PSYC 30 – Social Psychology (3 units) - OR – SOC 30 – Social Psychology (3 units)**- Phenomena related to social behavior and social influences on behavior. Topics include social perception and cognition, personality, attitudes and attitude change, attraction, altruism, aggression, interpersonal influence, social norms and group processes.
- **PH 205 – Directed Practice for Community Health Worker (3 units)** – Capstone course that examines and applies the concept of public health as it relates to community health workers. Topics include health education and promotion, health care system navigation, health access and outreach, and identifying social determinants of health and community disparities. Healthcare communication skills and relationship building between patient and provider will also be examined. On-site clinical placement for students in the Community Health Worker program to gain about 50 hours of meaningful work experience with local employers. Students will gain outside practicum experience. Required for completion of the Community Health Worker Certificate of Achievement.

Applying to the Community Health Worker Program (For Credit)

The Community Health Worker (CHW) Program is fully online. Please see the steps below to enroll in the program.

Saddleback College / IVC Student ID:

- Students must have a Saddleback College/IVC student ID # to apply. If you do not have one, please apply to the college [here](#).

Counseling:

- For advising regarding our Community Health Worker (CHW) Program, you can connect with the program counselor Elizabeth Weiss by scheduling an appointment. To do so, please call our Counseling Office at **949-582- 4572**, we begin scheduling appointments every business morning at 8 am. Counseling appointments will be released 7 days in advance.
- To be added to our Counselor Call Back list for a quick 15-minute question regarding the program, call us at (949) 582-4572 or e-mail us at sc-ecounselor@saddleback.edu. In your message include your name, student ID number, and a brief description/question for the counselor, be sure to be specific that you would need to speak to the Community Health Worker (CHW) program counselor, and for which program you would like information on. The call back hours for this program are Tuesdays 10-11 am & 1-2 pm or Wednesdays from 10:30-11:30 am, 1:30-2:30 pm or 4:30-5:30 pm. You may also visit our Zoom lobby Monday- Thursday 8 am to 5 pm to be added to our callback list. Please [click here](#) to enter. Please [view online counseling appointment instructions here](#).

Transcripts:

- Official relevant transcripts from outside colleges other than Saddleback College/IVC must be sent to the [Admissions & Records office](#)
- See the link on [How to Order an Official Transcript](#)
- International transcripts must be evaluated by an acceptable third party, NACES, at: <https://www.naces.org/member>

Petition For Course Substitution or Waiver:

- All course petitions (if applicable) for credit of courses taken outside of Saddleback/IVC should be submitted. Please meet with a counselor to petition for the courses. Some courses belong to different departments and need to be on separate forms. You will be uploading your **unofficial transcripts** as part of this application.

DSPS or Students with Disabilities

- The Disabled Students Programs and Services (DSPS) program provides support services, specialized instruction, and authorizes educational accommodations for students with disabilities so that they can participate fully and benefit equitably in their college experience. Students requiring DSPS services should register early with the DSPS Office to ensure accommodations are in place prior to the start of the program.

Student Application Form:

- For the initial steps and documents needed to start the CHW please see the Submittable link on the Public Health website and set up an account. You do not have to complete or submit the online application form in one sitting. You can start the process and continue with the application at any time before you submit. Once submitted, you will be notified about your application ****.
- Students must apply for the CHW program at least one semester before they plan to take their externship course.

Notifications:

- Please check your Submittable account/email used to sign up with for all communication regarding your application.
- Students will need to check Saddleback College emails daily even if they are not taking courses in a particular semester as important updates are sent to the students throughout the program.

Failing, Withdrawal, Leave of Absence, and Readmission into the Program

Courses have repeatability restrictions and students may not be able to repeat courses more than twice. Please check the repeatability status of the course related to failing grades or withdrawals. All students must make appointments with the Counselor every semester to make sure that they are on track. Many of the courses are only offered once a year.

Students are encouraged to discuss their class status with the instructor or Department Chair/Program Director before withdrawing from the course or taking a leave of absence (LOA) from the program. A break of more than one semester will result in the student losing catalog rights and having to reapply to the program which may have changed and may involve additional courses.

If the program has not changed, a student may re-apply to the program after a leave of absence of no more than one year without repeating the courses. Readmission requests would need to be done within appropriate timelines and would be reviewed by a committee, which includes the Department Chair and CHW faculty. This process may take 2-3 weeks, and students will be notified by email about the status of readmission into the CHW program. Failure to follow the guidelines and processes may prevent the student from progressing and completing the program.

Professional Practicum Experience (PPE)

In the last semester of the CHW Program per the road map, eligible students will be placed in an on-site, 50-hour externship or PPE at one of Saddleback College's contracted facilities if they have satisfactorily completed the requirements of the program. Criteria required for externship will be communicated two months prior to site placement. Criteria may include the following:

Several clearances may be needed including **health and drug screening, health insurance and liability coverage** to be eligible for externship. Significant findings may affect the student's ability to progress through or complete the program. California Department of Public Health (CDPH) requires students who are placed at healthcare facilities and are working to be fully immunized with the Covid-19 vaccine. Proof of vaccination status must be provided for a health clearance.

The externship is part of PH 205 (Directed Practice) offered after all core coursework is completed (PH 1, PH 102, PH 103, PH 204, HLTH 1). In addition to the 50-hour clinical rotation with an affiliated site, CHW 205 has a 3-unit, online didactic portion consisting of discussion boards, and other assignments. The 50 hours at the clinical site is during the business hours of operation.

The preliminary eligibility determination process will start in the semester before the start of PH205. Only eligible students will be able to enroll via an Add Permit Code (APC).

There are 2 main requirements for eligibility for PH 205:

1. Successful completion of **all core** coursework offered in the semesters prior to the last semester in which PH 205 is offered per roadmap. **There are no exceptions.** Transcripts will be checked for courses completed and those which are in-progress.
 1. Core coursework includes PH 1, PH 102, PH 104, PH 204, and HLTH 1
2. Documentation of all clearances by the deadline date provided to you is required for compliance to be placed at clinical site.

Compliance Steps and Deadlines for Enrolling into PH205

1. Students need to meet with the Counselor every semester from the beginning of the program to ensure that the correct course sequence per the CHW roadmap is being followed. All **official** transcripts of courses taken outside Saddleback College/IVC must be on file.
2. Students must keep track of their coursework and eligibility for PH 205. Students must create an account with CastleBranch and start uploading the required clearances starting their first semester, and complete them by the end of the first semester. Please note that it could take six months to complete all the clearances, especially, the health clearance.

Students will be sent instructions on clinical practicum requirements the semester before externship. It is the student's responsibility start their clearances by their first semester if they are on track to meeting all the course eligibility requirements. All clearances must be current (and not expired) for the entire duration of the externship. Any expired clearances will need to be repeated.

3. The compliance requirements may include the following: health requirements, immunizations including Covid-19, background check, drug testing, physical exams, professional liability coverage, health insurance and so forth. No student may vary from these requirements without assistant dean or dean approval. All clearance processes must be completed and uploaded in CastleBranch by **the end of their first semester. Students who refuse or cannot pass the clinical requirements will receive a Not Qualified for Placement by the Student Health Center.**
4. Student compliance will be tracked and monitored after their first semester. Students must comply **before** being assigned to a facility and under no circumstances be in a facility without fully documented clearances. Failure to complete any of the clearances in a timely manner may delay program completion. ***See details on background checks below.***
5. Final eligibility will be determined after the end of the semester before taking PH 205 via the transcript showing successful completion of **all** required courses, enrollment in PH 205 (if it was not completed earlier), and documentation of compliance requirements.
6. An APC for PH 205 will be emailed to eligible students before the semester begins, and students must enroll promptly. Students must add themselves to the PH 205 waitlist to get an APC.

Students will be placed at Saddleback College's contracted site **based on availability of the site and number of slots allowed per site.** Placement can never be guaranteed as sites may change their minds at the last minute with changes in their situation. Saddleback College is grateful to have healthcare sites willing to assist with the program and allow CHW students to complete externship hours under their expert guidance. Every effort will be made to match the students with sites, based upon commute and work schedule. However, the sites' available schedule, staffing, and training capabilities need to be taken into consideration. In general, sites do not take students in the evenings or weekends. Sites may have their own internal processes before allowing the student to start the clinical rotation.

The Department Chair may contact the student just before the start of the PH 205 course regarding the externship site. This may include information about the location of the site and the contact information of

the person who will do the training. Students must contact that person to discuss start date, weekly schedule (15 hours minimum) and the projected end date.

Failure to meet all requirements (coursework, clearances, etc.) by the deadlines provided may prevent the student from enrolling into PH 205 until the next semester. In that case, the clearances may need to be repeated because of recency requirements.

Rationale for Background Check

Having a felony/misdemeanor conviction may preclude an applicant from beginning or a student from continuing in the program due to the inability to participate in the off-site educational component of the program, which is a condition of our affiliation agreements.

Background Check Procedure

Students must complete an online background check and drug test with the approved vendor designated by the HSHS Division. All issues reported from this vendor will be directed to the appropriate designee in the HSHS Division office or the appropriate personnel at the educational affiliate site who shall maintain student confidentiality per FERPA and California privacy law. Results from vendors other than those designated by the Division of Health Sciences to conduct criminal background checks will not be accepted. Applicants/students must contact the designated vendor(s) and comply with instructions for authorizing and obtaining criminal background checks.

Reporting Results

- **Negative Criminal Background Checks** - The names of all applicants and current students with negative criminal background checks will be forwarded to the assigned designee in the Division of Health Sciences and Human Services with the date of the criminal background check. No further action by the applicant/student or Division is required. Background information is sensitive, and only authorized personnel have access to records.
- **Affirmative Duty to Disclose** - Students who have completed a background, have been accepted into the program and will be placed at an off-site affiliate, have an affirmative duty to disclose any changes to their backgrounds. This includes any charges that are above a misdemeanor traffic citation. The student must report to the chair and assistant dean or dean within 24 hours of an incident.

Current felony/misdemeanor convictions shall be made known within 24 hours of the conviction as evidenced by court documentation to the Dean or Assistant Dean of Health Sciences and Human Services.

The assistant dean or dean (or designee) shall meet with the student within two business days.

- **Positive Criminal Background Checks** - Any applicant/student whose report indicates a positive result in their criminal background check will receive notification by email and certified letter from the HSHS Division office within seven (7) business days. Applicants/students are required within seven (7) business days of the emailed notification to schedule a time to discuss the findings with the assistant dean or dean/designee in the HSHS Division. Following that meeting, the applicant/student will be notified of the decision within seven (7) business days regarding whether the applicant/student may

continue or begin the program or be dismissed from the program in which they are enrolled. Any variation of this policy must be approved in advance by the assistant dean or dean.

Clinical Site – Policies and Expectations

1. **Attendance and Absences** - 100% attendance and punctuality are required during the externship period. Absenteeism and tardiness are considered unprofessional and undesirable traits. While there may be times when a student may be absent due to illness or other valid reasons, it is the student's responsibility to make up the time, per school policy and at the discretion of the site. If a student is unable to work on a specified day, it is his or her responsibility to notify and set up arrangements to make up the missed time with both the PPE site manager and academic PPE coordinator. Students must complete 50 hours at the clinical site.

Although every effort should be made to arrive at the site on time, if a student is running late, the PPE site manager must be contacted with an estimated arrival time. If departing early, be sure the arrangement is agreed to by the PPE site manager, and that a later visit is arranged to make up missed hours. Should the site suggest early departure due to lack of activities, make suggestions such as reviewing department policies/procedures so as not to lose on-site hours. Excessive absenteeism and tardiness will likely adversely affect the student's grade for the PPE course.

A student's absence places burdens on the clinical site's department. The staff is prepared for the student's arrival and their schedules have been adjusted accordingly. Students must strive to maintain positive relationships with externship sites.

2. **Appearance** – Students are expected to adhere to the facility's dress code. Although students have a general right to express individuality through dressing and grooming, employers have a right to refuse a student who does not conform to their dress code or meet professional standards.

Students should ask if there are questions regarding proper attire and appearance and discuss them with the academic program director or site manager.

3. **Attitude and Conduct** - Clinical externships provide students an invaluable opportunity to learn new skills and refine skills they already have under the supervision of health professionals who are committed to helping the health professionals of the future. These dedicated people do not receive any additional compensation even though their hours and workload are increased by mentoring CHW students. Your appreciation of this fact and resulting grateful attitude will be critical to the success of this experience.

A strong desire to learn while contributing to the mission of the organization, along with a positive outlook, will help make this a good experience for you. Students should treat all externship site employees and health professionals and staff with respect, and work in a spirit of cooperation, collaboration, and teamwork. It is not unusual for a clinical experience to turn into a job or an excellent reference for job applications in the future.

Students should demonstrate initiative by completing activities as assigned, asking appropriate questions for clarification as needed and/or research as necessary from prior educational materials to complete assignments.

The expectation of professional behavior in class and during externships cannot be overemphasized. ***Ethical, professional, courteous, and appropriate behavior and speech is always expected.*** CHW students represent Saddleback College, the Health Sciences & Human Services Division, the CHW Program, and the CHW profession, and therefore must conduct themselves accordingly. When you enter a relationship with a clinical site, you are being evaluated not only for your performance, but also for the quality of your education, your communication and interpersonal skills, and your preparation for working in a professional environment. Students need to follow the CHW Code of Ethics and the site's policies.

4. **Safety** – Students must adhere to all patient safety and emergency preparedness policies, including fire safety, active shooter, earthquake, and other weather-related preparedness guidelines.
5. **Electronic Communication** – These include phone calls, texting, chatting, emails, and social media activity.
 - **Personal Communications:** Please follow the clinical site's policy on personal communication during on-site hours. Generally, these should only be conducted during designated break periods unless a legitimate emergency exists.
 - **Employment Related Communications:** Please check and follow site guidelines. Many students have jobs outside of their school responsibilities that require communication with their employer. However, it is not appropriate to conduct business related to your employment during your externship, except during designated break periods. Your job responsibilities should not interfere with your externship. If this is not possible, then this may not be the right time for you to participate in a clinical externship.
 - **Social Media, Websites, and Devices:** Most clinical sites will have restrictions on the use of social media websites and devices during the clinical rotation. Avoid sharing or disseminating confidential information about patients, HIPAA-protected information, and FERPA protected information.
 - **Unauthorized recording:** The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student who willfully violates this section shall be guilty of a misdemeanor.
6. **Privacy and Security** – Students must respect the confidentiality of patient information regardless of the source. Any violation of the clinical site's privacy and security policy, HIPAA, or the CHW program Performance Agreement will be grounds for disciplinary action. A violation of the clinical externship site's privacy and security policies will result in termination of the student's externship at the discretion of the Site Supervisor. If this occurs, the student may not be able to complete the program.
7. **Failing Grade, Withdrawal, or Leave of Absence from Clinical Rotations** - A student who enrolls into PH 205 will need to complete the 50-hour rotation at the clinical and the didactic (online) portion of the course within the semester. If the student receives a failing grade (below 70%) or withdraws from the course, **then the student will need to wait until PH 205 is offered the following year to repeat. In that case, the clearances may expire and need to be repeated due to recency requirements.**

A student who is unable to complete the 50-hours of the clinical rotation **after** starting the on-site hours and has completed most of PH 205 in good standing must notify the CHW Department Chair in writing of a valid reason for a “Leave of Absence” (LOA) pending approval for the LOA to receive an Incomplete Grade. If a LOA is granted, student is required to finish the clinical hours within a year of the LOA and complete CHW program. Clearances may expire and may need to be repeated.

Inappropriate behavior that may result in dismissal from the clinical site and/or failing grade for the course include:

- Safety violations
- HIPAA violations
- Cheating
- Copyright violations
- Fraud, dishonesty
- Unexcused absences
- Excessive tardiness
- Leave of Absence breaches
- Ditching (an externship site early without permission)
- Profane language
- Sexual harassment
- Damaging property
- Illegal or inappropriate use of drugs and/or alcohol
- Theft
- Poor hygiene
- Failure to report injuries
- Failure to follow school or clinical externship site policies or procedures
- Disobedience to clinical externship site personnel

Should problems arise during the externship; the PPE Coordinator will make every effort to resolve the situation with the student and the Site Supervisor. If it is not practical to resolve a scheduling problem, the PPE Coordinator can reassign the student to another externship site based on availability. However, inappropriate behaviors such as the ones listed above may result in a failing grade for the course and/or dismissal from the clinical site.

The dismissed/failing student may be allowed a remediation process to allow a re-enrollment into PH 205 for the following year when it is offered again. In that case, the clearances may expire and need to be repeated due to recency requirements.

See Section: Failing, Withdrawal, Leave of Absence, and Readmission into the Program

IV. Community Health Worker (CHW) Certificate of Completion (Non-Credit)

Catalog Description

This 5-course, non-credit Community Health Worker (CHW) Certificate of Completion can be completed in about 216 hours. Students can choose between 2 of the experiential specialties as their capstone course in either aging or co-occurring disorders. Although 4 of the courses in this certificate overlap with the credit certificate, this program is built for entry-level work. The 9-course credit certificate has more courses with a broader focus without the specialization and is a pathway to the Public Health transfer degree whereby students can apply their some of their courses towards the degree and higher education. Skills are related to public health, healthcare, and social services. CHWs provide services including health education, navigation through healthcare systems and services, health outreach, community health data collection, and health promotion. Graduates will be able to help improve quality of life for clients by identifying the social determinants of health (SDOH) and disparities in communities, increasing access to health care services, promoting health screening, and providing public health education on available health services and recommendations. The certificate is for both entry-level individuals and for providing additional competencies to those employed in various fields. Graduates can work in various settings including healthcare clinics, mental health facilities, substance abuse programs, nursing homes, assisted living, and neighborhood and faith-based organizations.

Advisory Committee

The Advisory Committee for the Community Health Worker (CHW) program is composed of public health professionals from several healthcare institutions, faculty, students, and alumni. This committee reviews curriculum, policies, and procedures and makes recommendations to the faculty regarding the current practice of the public health and CHW profession.

Occupations/Fields that the program will prepare the student to enter

- Community Health Worker
- Health Advocates
- Contact Tracers
- Community Liaisons
- Health Navigators
- Community Navigators
- Community Health Advisors
- Outreach Educators
- Community Health Representatives
- Peer Health Promoters

Competencies

To progress and graduate from the CHW program, students must be able to demonstrate the following Competencies and Learning Outcomes, with or without reasonable accommodation.

- Communication skills related to healthcare
- Relationship building between patient and provider

- Healthcare services navigation and coordination
- Health advocacy, education, and outreach
- Health data assessment
- Knowledge of public health principles
- Knowledge of social determinants of health

Student Learning Outcomes

- Describe the impact of social justice on health outcomes
- Facilitate access to resources and increase the clients’ ability to navigate the health care system.
- Describe the concept of public health as it relates to community health workers.
- Provide health education plans to promote healthy behaviors, address health risks and reduce harm.

CHW Salary Ranges

National

As of 2022, the median annual wage for a Community Health Worker (CHW) in the United States is \$48,200 a year.

[U.S. Bureau of Labor Statistics](#)

State of California

The average salary for a Community Health Worker (CHW) in California is \$57,860. However, salaries can vary by location.

[U.S Bureau of Labor Statistics](#)

Tuition, Fees, and Program Costs

The listed associated fees are based on the current academic year and are based on the minimum completion requirements of the program. Actual cost can vary based on the number of courses taken.

Associated Fees	CHW Certificate (Non-Credit) 216 Hours
Tuition @ \$46/Unit	\$0
Books (Avg. \$100/Course)	\$500
Health Fee (\$26/Semester x 2)	\$52
Total	\$552

The Financial Aid Office at Saddleback College provides services to students in their search for funds to help offset the cost of their education. Saddleback College provides several types of financial assistance to eligible students, most based on financial need. Students are encouraged to apply for financial aid each year, as financial circumstances can change from year to year.

Field trips

These may be used to provide educational experiences unavailable on campus. Any costs incurred with field trips are the responsibility of the student.

Community Health Worker Code of Ethics

Article 1: Responsibilities in the Delivery of Care

Community Health Workers build trust and community capacity by improving the health and social welfare of the client they serve. When a conflict arises among individuals, groups, agencies, or institutions, Community Health Workers should consider all issues and give priority to those that promote the wellness and quality of living for the individual/client. The following provisions promote the professional integrity of Community Health Workers.

1.1 Honesty

Community Health Workers are professionals that strive to ensure the best health outcomes for the communities they serve. They communicate the potential benefits and consequences of available services, including the programs they are employed under.

1.2 Confidentiality

Community Health Workers respect the confidentiality, privacy, and trust of individuals, families, and communities that they serve. They understand and abide by employer policies, as well as state and federal confidentiality laws that are relevant to their work.

1.3 Scope of Ability and Training

Community Health Workers are truthful about qualifications, competencies, and limitations on the services they may provide, and should not misrepresent qualifications or competencies to individuals, families, communities, or employers.

1.4 Quality of Care

Community Health Workers strive to provide high quality service to individuals, families, and communities. They do this through continued education, trainings, and an obligation to ensure the information they provide is up-to-date and accurate.

1.5 Referral to Appropriate Services

Community Health Workers acknowledge when client issues are outside of their scope of practice and refer clients to the appropriate health, wellness, or social support services when necessary.

1.6 Legal Obligations

Community Health Workers have an obligation to report actual or potential harm to individuals within the communities they serve to the appropriate authorities. Community Health Workers have a responsibility to follow requirements set by states, the federal government, and/or their employing organizations. Responsibility to the larger society or specific legal obligations may supersede the loyalty owed to individual community members.

Article 2. Promotion of Equitable Relationships

Community Health Workers focus their efforts on the well-being of the whole community. They value and respect the expertise and knowledge that each community member possesses. In turn, Community Health Workers strive to create equitable partnerships with communities to address all issues of health and well-being.

2.1 Cultural Humility

Community Health Workers possess expertise in the communities in which they serve. They maintain a high degree of humility and respect for the cultural diversity within each community. As advocates for their communities, Community Health Workers have an obligation to inform employers and others when policies and procedures will offend or harm communities or are ineffective within the communities where they work.

2.2 Maintaining the Trust of the Community

Community Health Workers are often members of their communities and their effectiveness in providing services derives from the trust placed in them by members of these communities. Community Health Workers do not act in ways that could jeopardize the trust placed in them by the communities they serve.

2.3 Respect for Human Rights

Community Health Workers maintain professional relationships with clients. They establish, respect, and actively maintain personal boundaries between them and their clients.

2.4 Anti-Discrimination

Community Health Workers do not discriminate against anyone based on race, ethnicity, gender, sexual orientation, age, religion, social status, disability, or immigration status.

2.5 Client Relationships

Community Health Workers maintain professional relationships with clients. They establish, respect, and actively maintain personal boundaries between them and their clients.

Article 3. Interactions with Other Service Providers

Community Health Workers maintain professional partnerships with other service providers to serve the community effectively.

3.1 Cooperation

Community Health Workers place the well-being of those they serve above personal disagreements and work cooperatively with any other person or organization dedicated to helping provide care to those in need.

3.2 Conduct

Community Health Workers promote integrity in the delivery of health and social services. They respect the rights, dignity, and worth of all people and have an ethical obligation to report any inappropriate behavior (e.g. sexual harassment, racial discrimination, etc.) to the proper authority.

3.3 Self-Presentation

Community Health Workers are truthful and forthright in presenting their background and training to other service providers.

Article 4. Professional Rights and Responsibilities

The Community Health Worker profession is dedicated to excellence in the practice of promoting well-being in communities. Guided by common values, Community Health Workers have the responsibility to uphold the principles and integrity of the profession as they assist families to make decisions impacting their well-being. Community Health Workers embrace individual, family, and community strengths and build upon them to increase community capacity.

4.1 Continuing Education

Community Health Workers should remain up-to-date on any developments that substantially affect their ability to competently render services. Community Health Workers strive to expand their professional knowledge base and competencies through education and participation in professional organizations.

4.2 Advocacy for Change in Law and Policy

Community Health Workers are advocates for change and work on impacting policies that promote social justice and hold systems accountable for being responsive to communities.

4.3 Enhance Community Capacity

Community Health Workers help individuals and communities move toward self-sufficiency to promote the creation of opportunities and resources that support their autonomy.

4.4 Wellness and Safety

Community Health Workers are sensitive to their own personal well-being (physical, mental, and spiritual health) and strive to maintain a safe environment for themselves and the communities they serve.

4.5 Loyalty to the Profession

Community Health Workers are loyal to the profession and aim to advance the efforts of other Community Health Workers worldwide.

4.6 Advocacy for the Profession

Community Health Workers are advocates for the profession. They are members, leaders, and active participants in local, state, and national professional organizations.

4.7 Recognition of Others

Community Health Workers give recognition to others for their professional contributions and achievements.

Courses and Program Requirements

- **PH 401NC – Introduction to Public Health (49.8 hours)** -This course provides an introduction to the discipline of Public Health. Students will gain an understanding of the basic concepts and terminologies of public health, and the history and accomplishments of public health officials and agencies. An overview of the functions of various public health professions and institutions, and an in-depth examination of the core public health disciplines is covered. Topics include the epidemiology of infectious and chronic disease; prevention and control of diseases in the community, including the analysis of the social determinants of health and strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; environmental health and safety; global health; and healthcare policy and management
- **PH 402NC – Health Education & Promotion (49.8 hours)** – This course provides an introduction to the health inequities in the United States that stem from unequal living conditions. Students will explore how education, socioeconomic status, racism, and gender shape health epidemics and policy development. Fundamental theories to advocate for health and social justice will be explored, and community organizing approaches will be practiced.
- **PH 403NC – Health & Social Justice (49.8 hours)** – Provides an introduction to the U.S. healthcare system and the services offered by each component. Students will learn about available health care services in various settings, health care financing, delivery, reimbursement, the role of health care providers, public health policy, health care costs, health resource prioritization, research, and health technology. Students will explore the health system in terms of social, psychological, and physiological impact on health.
- **PH 404NC – Interpersonal Communication in Health (16.6 hours)** – This course covers highly important interprofessional communication skills for the healthcare setting, including teamwork, patient-centered care, conflict resolution, and collaboration toward improvement of patient outcomes. Verbal, nonverbal, reading, writing, and listening skills are covered. Students will learn the value of positive and effective communication in the healthcare setting and how to communicate assertively.
- **SOC 425NC- Sociology of Aging (49.8 hours)**- Examines age as a social construct and aging as a social process. Course explores the effects of social institutions and social norms on the aging individuals. Topics covered are: the study of aging, ageism, sociological theories/perspectives of aging, current social research on issues of aging, views of aging in other societies past and present, demographics of the aging population, the life course, race and ethnicity, the healthcare system, retirement and work, gender inequalities, housing and transportation, recreation and leisure, family life, and politics and social policies. Particular attention to the sociological perspective of the aging process will be investigated. Course includes a service learning requirement. - **OR – HS 476NC- Co-Occurring Disorders (49.8 hours)** - An introduction to the identification of symptoms and the assessment process for the presence of co-occurring disorders (diagnoses of mental health conditions and substance use disorders). Explores the relationship of these conditions including an introduction to the Diagnostic and Statistical Manual of Mental Disorders; emphasizes the development of concurrent integrated treatment strategies, including the Recovery Model and the development of entry-level skills required of professionals who interact with individuals with co-occurring disorders

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- All course petitions (if applicable) for credit of courses taken outside of Saddleback/IVC should be submitted. Please meet with a counselor to petition for the courses. Some courses belong to different departments and need to be on separate forms. You will be uploading your **unofficial transcripts** as part of this application.

DSPS or Students with Disabilities

- The Disabled Students Programs and Services (DSPS) program provides support services, specialized instruction, and authorizes educational accommodations for students with disabilities so that they can participate fully and benefit equitably in their college experience. Students requiring DSPS services

should register early with the DSPS Office to ensure accommodations are in place prior to the start of the program.

Student Application Form:

- For the initial steps and documents needed to start the CHW please see the Submittable link on the Public Health website and set up an account. You do not have to complete or submit the online application form in one sitting. You can start the process and continue with the application at any time before you submit. Once submitted, you will be notified about your application via Submittable.
- Students must apply for the CHW program at least one semester before they plan to take their externship course.

Notifications:

- Please check your Submittable account/email used to sign up with for all communication regarding your application.
- Students will need to check Saddleback College emails daily even if they are not taking courses in a particular semester as important updates are sent to the students throughout the program.

Failing, Withdrawal, Leave of Absence, and Readmission into the Program

Courses have repeatability restrictions, and students may not repeat courses more than twice. Please check the repeatability status of the course related to failing grades or withdrawals. All students must make appointments with the Counselor every semester to make sure that they are on track. Many of the courses are only offered once a year.

Students are encouraged to discuss their class status with the instructor or Department Chair/Program Director before withdrawing from the course or taking a leave of absence (LOA) from the program. A break of more than one semester will result in the student losing catalog rights and having to reapply to the program which may have changed and may involve additional courses.

If the program has not changed, a student may re-apply to the program after a leave of absence of no more than one year without repeating the courses. Readmission requests would need to be done within appropriate timelines and would be reviewed by a committee which includes the Department Chair and CHW faculty. This process may take 2-3 weeks, and students will be notified by email about the status of readmission into the CHW program. Failure to follow the guidelines and processes may prevent the student from progressing and completing the program.

Compliance Steps and Deadlines for Enrolling into SOC 425NC OR HS 476NC

1. Students need to meet with the Counselor every semester from the beginning of the program to ensure that the correct course sequence per the CHW roadmap is being followed. All **official** transcripts of courses taken outside Saddleback College/IVC must be on file.

2. Students must keep track of their coursework and eligibility for SOC 425NC OR HS 476NC.
3. Final eligibility will be determined after the end semester prior to taking the course via the transcript showing successful completion of **all** required courses, enrollment in SOC 425NC OR HS 476NC (if it was not completed earlier), and documentation of compliance requirements.
4. An APC for SOC 425NC OR HS 476NC will be emailed to eligible students before the semester begins, and students must enroll promptly. Students must add themselves to the SOC 425NC OR HS 476NC waitlist to get an APC.

Failure to meet all requirements (coursework, clearances, etc.) by the deadlines provided may prevent the student from enrolling into SOC 425NC OR HS 476NC until the next semester.

Clinical Site – Policies and Expectations

1. **Attendance and Absences** - 100% attendance and punctuality are required during the externship period. Absenteeism and tardiness are considered unprofessional and undesirable traits. While there may be times when a student may be absent due to illness or other valid reasons, it is the student's responsibility to make up the time, per school policy and at the discretion of the site. If a student is unable to work on a specified day, it is his or her responsibility to notify and set up arrangements to make up the missed time with both the PPE site manager and academic PPE coordinator.

Although every effort should be made to arrive at the site on time, if a student is running late, the PPE site manager must be contacted with an estimated arrival time. If departing early, be sure the arrangement is agreed to by the PPE site manager, and that a later visit is arranged to make up missed hours. Should the site suggest early departure due to lack of activities, make suggestions, such as reviewing department policies/procedures so as not to lose on-site hours. Excessive absenteeism and tardiness will likely adversely affect the student's grade for the PPE course.

A student's absence places burdens on the clinical site's department. The staff is prepared for the student's arrival and their schedules have been adjusted accordingly. Students must strive to maintain positive relationships with externship sites.

2. **Appearance** – Students are expected to adhere to the facility's dress code. Although students have a general right to express individuality through dressing and grooming, employers have a right to refuse a student who does not conform to their dress code or meet professional standards.

Students should ask if there are questions regarding proper attire and appearance and discuss them with the academic program director or site manager.

3. **Attitude and Conduct** - Clinical externships provide students an invaluable opportunity to learn new skills and refine skills they already have under the supervision of health professionals who are committed to helping the health professionals of the future. These dedicated people do not receive any

additional compensation even though their hours and workload are increased by mentoring CHW students. Your appreciation of this fact and resulting grateful attitude will be critical to the success of this experience.

A strong desire to learn while contributing to the mission of the organization, along with a positive outlook, will help make this a good experience for you. Students should treat all externship site employees and health professionals and staff with respect, and work in a spirit of cooperation, collaboration, and teamwork. It is not unusual for a clinical experience to turn into a job or an excellent reference for job applications in the future.

Students should demonstrate initiative by completing activities as assigned, asking appropriate questions for clarification as needed and/or research as necessary from prior educational materials to complete assignments.

The expectation of professional behavior in class and during externships cannot be overemphasized. ***Ethical, professional, courteous, and appropriate behavior and speech is always expected.*** CHW students represent Saddleback College, the Health Sciences & Human Services Division, the CHW Program, and the CHW profession, and therefore must conduct themselves accordingly. When you enter a relationship with a clinical site, you are being evaluated not only for your performance, but also for the quality of your education, your communication and interpersonal skills, and your preparation for working in a professional environment. Students need to follow the CHW Code of Ethics and the site's policies.

4. **Safety** – Students must adhere to all patient safety and emergency preparedness policies, including fire safety, active shooter, earthquake, and other weather-related preparedness guidelines.
5. **Electronic Communication** – These include phone calls, texting, chatting, emails, and social media activity.
 - **Personal Communications:** Please follow the clinical site's policy on personal communication during on-site hours. Generally, these should only be conducted during designated break periods unless a legitimate emergency exists.
 - **Employment Related Communications:** Please check and follow site guidelines. Many students have jobs outside of their school responsibilities that require communication with their employer. However, it is not appropriate to conduct business related to your employment during your externship, except during designated break periods. Your job responsibilities should not interfere with your externship. If this is not possible, then this may not be the right time for you to participate in a clinical externship.
 - **Social Media, Websites, and Devices:** Most clinical sites will have restrictions on the use of social media websites and devices during the clinical rotation. Avoid sharing or disseminating confidential information about patients, HIPAA-protected information, and FERPA protected information.
 - **Unauthorized recording:** The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent prohibited, except as necessary to

provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student who willfully violates this section shall be guilty of a misdemeanor.

6. **Privacy and Security** – Students must respect the confidentiality of patient information regardless of the source. Any violation of the clinical site’s privacy and security policy, HIPAA, or the CHW program Performance Agreement will be grounds for disciplinary action. A violation of the clinical externship site’s privacy and security policies will result in termination of the student’s externship at the discretion of the Site Supervisor.
7. **Failing Grade, Withdrawal, or Leave of Absence from Clinical Rotations** - A student who enrolls into PH 205 will need to complete the 50-hour rotation at the clinical and the didactic (online) portion of the course within the semester. If the student receives a failing grade (below 70%) or withdraws from the course, **then the student will need to wait until PH 205 is offered the following year to repeat. In that case, the clearances may expire and need to be repeated due to recency requirements.**

A student who is unable to complete the 50-hours of the clinical rotation **after** starting the on-site hours and has completed most of PH 205 in good standing must notify the CHW Department Chair in writing of a valid reason for a “Leave of Absence” (LOA) pending approval for the LOA to receive an Incomplete Grade. If a LOA is granted, the student is required to finish the clinical hours within a year of the LOA and complete CHW program. Clearances may expire and may need to be repeated.

Inappropriate behavior that may result in dismissal from the clinical site and/or failing grade for the course include:

- Safety violations
- HIPAA violations
- Cheating
- Copyright violations
- Fraud, dishonesty
- Unexcused absences
- Excessive tardiness
- Leave of Absence breaches
- Ditching (an externship site early without permission)
- Profane language
- Sexual harassment
- Damaging property
- Illegal or inappropriate use of drugs and/or alcohol
- Theft
- Poor hygiene
- Failure to report injuries
- Failure to follow school or clinical externship site policies or procedures
- Disobedience to clinical externship site personnel

Should problems arise during the externship; the program director will make every effort to resolve the situation with the student and the Site Supervisor. If it is not practical to resolve a scheduling problem, the PPE Coordinator has the discretion to reassign the student to another externship site based upon availability. However, inappropriate behaviors such as the ones listed above may result in a failing grade for the course and/or dismissal from the clinical site.

The dismissed/failing student may be allowed a remediation process to allow a re-enrollment into SOC 425NC OR HS 476NC when it is offered again.

See Section: Failing, Withdrawal, Leave of Absence, and Readmission into the Program

V. Public Health Informatics & Technology Certificate (For Credit)

Catalog Description

This certificate provides skills and knowledge to work in a new, multidisciplinary field. Students will be introduced to the basic concepts of public health infrastructure, data analysis and reporting, public health informatics and information systems, health services organization and delivery methods, data interchange standards, disruptive innovation, and data integrity, privacy, and security. Students can explore careers in the fields of public health, health information management, IT, and health informatics. The certificate is for both entry-level individuals and for providing additional competencies to those employed in various fields.

Advisory Committee

The Advisory Committee for the Public Health Informatics & Technology program is composed of health information management (HIM) professionals from several healthcare institutions, faculty, students, and alumni, along with public health informatics professionals. This committee reviews curriculum, policies, and procedures and makes recommendations to the faculty regarding the current practice of the PHIT profession.

Occupations that the program will prepare the student to enter

- Healthcare Data Analyst
- Clinical Informatics Specialist
- Clinical Informatics Manager
- Health Data Analyst
- Clinical Informatics Analyst
- Health Informatics Analyst
- Medical Informatics Analyst
- Nursing Informatics Specialist

Competencies

To progress and graduate in the PHIT program, students must be able to demonstrate the following Competencies and Learning Outcomes, with or without reasonable accommodation.

- Data Content, Structure, and Standards
- Data Governance
- Revenue Cycle Management/Billing/Clinical Coding
- Performance Improvement
- Clinical Documentation Improvement
- Release of Information
- Privacy and Security of Health Information
- Healthcare Information Technologies
- Healthcare statistics, trends, reporting, and registries

Student Learning Outcomes

- Explain the use of information systems support public health policies and practices
- Describe the concept of informatics in individual, organizational, regional, and global contexts
- Describe the concept of interoperability and data exchange standards
- Apply statistical and analytic techniques to analyze and interpret applications based on data from sources

PHIT Salary Ranges and Job Openings

Orange County, CA

As of November 2022, hourly entry-level wages for public health informatics occupations range from \$18.07 to \$22.32 in Orange County. There is an expected 4% increase in job openings in Orange County for these professions from 2021 to 2026.

State of California

The statewide average wage for these occupations is \$30.13.

Tuition, Fees, and Program Costs

Tuition charges and course fees are subject to change. If tuition increases, it usually occurs at the start of fall semester. Saddleback tuition is different for residents and nonresidents. The listed tuition and fees are based on the current academic year and the program's minimum completion requirements. Actual cost can vary based on the number of courses taken.

Tuition/Fees	PHIT Certificate (14 units)
Tuition @ \$46/Unit	\$644
Books (Avg. \$100/Course)	\$500
Health Fee (\$26/Semester x 1)	\$26
Total	\$1,170

The Financial Aid Office at Saddleback College provides services to students in their search for funds to help offset the cost of their education. Saddleback College provides several types of financial

assistance to eligible students, most based on financial need. Students are encouraged to apply for financial aid each year, as financial circumstances can change from year to year.

Field trips

These may be used to provide educational experiences unavailable on campus. Any costs incurred with field trips are the responsibility of the student.

Courses and Program Requirements

- **MATH 10 – Introduction to Statistics (3 units)** – This course teaches students how to use hypothesis testing and predictive techniques to facilitate decision-making. Students apply statistical methods and technology to study problems in a variety of disciplines including business, social sciences, psychology, life science, health science, and education. - **OR – Psych 44 – Statistics for Behavioral Science (3 units)**- Introduces psychology and behavioral science majors to descriptive and inferential statistical methods that are essential to the understanding, interpretation, and performance of scientific research - **OR – BUS 10 – Business Statistics (3 units)**- Probability techniques, hypothesis testing, predictive techniques; descriptive statistics; probability and sampling distributions; statistical inference; correlation; linear regression; analysis of variance, chi-square and t-tests; interpretation of statistical findings. Uses business and economics data.
- **HIT 100 – Health Information Science (2 units)** - Introduction to the health information management profession, including health services organization and delivery methods; sources, collection, maintenance, and analysis of health data; structure and use, requirements and standards for health information; information systems. A brief off-campus site visit is required to meet the objectives of this course
- **HIT 111 – Introduction to Informatics (3 units)** – Principles of healthcare informatics and various information technologies used in the management of health information; communication and network technologies; data, information and knowledge concepts; health data collection tools, health information exchanges (HIEs), data and interchange standards, consumer informatics, data integrity and security
- **HIT 230 – Introduction to Public Health Informatics (3 units)** – This course provides an introduction to public health informatics. Students will gain an understanding of the basic concepts of public health, including the history and structure of public health in the United States. An overview of public health information systems and data will be explored and how they support public health
- **HIT 240 – Public Health Data Reporting Techniques (3 units)** – Focuses on the analysis of public health data for generating information resulting in actionable decisions. The primary concepts covered in this course include health care statistics, data analysis, mining, and exploration. Microsoft Excel is utilized to analyze public health data and information related to clinical and business systems in healthcare

Applying to the Public Health Informatics & Technology (PHIT) Certificate Program

The Public Health Informatics and Technology (PHIT) Program is fully online. Please see the steps below to enroll in the program.

Saddleback College / IVC Student ID:

- Students must have a Saddleback College/IVC student ID # to apply. If you do not have one, please apply to the college [here](#).

Counseling:

- For advising regarding our Public Health Informatics & Technology Program, you can connect with the program counselor Elizabeth Weiss by scheduling an appointment. To do so, please call our Counseling Office at **949-582- 4572**, we begin scheduling appointments every business morning at 8 am. Counseling appointments will be released 7 days in advance.
- To be added to our Counselor Call Back list for a quick 15-minute question regarding the program, call us at (949) 582-4572 or e-mail us at sc-ecounselor@saddleback.edu. In your message include your name, student ID number, and a brief description/question for the counselor, be sure to be specific that you would need to speak to the Public Health Informatics & Technology program counselor, and for which program you would like information on. The call back hours for this program are Tuesdays 10-11 am & 1-2 pm or Wednesdays from 10:30-11:30 am, 1:30-2:30 pm or 4:30-5:30 pm. You may also visit our Zoom lobby Monday- Thursday 8 am to 5 pm to be added to our callback list. Please [click here](#) to enter. Please [view online counseling appointment instructions here](#).

Transcripts:

- Official relevant transcripts from outside colleges other than Saddleback College/IVC must be sent to the [Admissions & Records office](#)
- See the link on [How to Order an Official Transcript](#)
- International transcripts must be evaluated by an acceptable third party, NACES, at: <https://www.naces.org/member>

Petition For Course Substitution or Waiver:

- All course petitions (if applicable) for credit of courses taken outside of Saddleback/IVC should be submitted. Please meet with a counselor to petition for the courses. Some courses belong to different departments and need to be on separate forms. You will be uploading your **unofficial transcripts** as part of this application.

DSPS or Students with Disabilities

- The Disabled Students Programs and Services (DSPS) program provides support services, specialized instruction, and authorizes educational accommodations for students with disabilities so that they can participate fully and benefit equitably in their college experience. Students requiring DSPS services should register early with the DSPS Office to ensure accommodations are in place prior to the start of the program.

Failing, Withdrawal, Leave of Absence, and Readmission into the Program

Courses have repeatability restrictions and students may not be able to repeat courses more than twice. Please check the repeatability status of the course related to failing grades or withdrawals. All students must make appointments with the Counselor every semester to make sure that they are on track. Many of the courses are only offered once a year.

Students are encouraged to discuss their class status with the instructor or Department Chair/Program Director before withdrawing from the course or taking a leave of absence (LOA) from the program. A break of more than one semester will result in the student losing catalog rights and having to reapply to the program which may have changed and may involve additional courses since PHIT is an evolving field.

If the program has not changed, a student may re-apply to the program after a leave of absence of no more than one year without repeating the courses. Readmission requests would need to be done within appropriate timelines and would be reviewed by a committee which includes the Department Chair and PHIT faculty. This process may take 2-3 weeks, and students will be notified by email about the status of readmission into the PHIT program. Failure to follow the guidelines and processes may prevent the student from progressing and completing the program.

VI. Public Health Programs Policies and Expectations

Catalog and Student Handbook

Students will be held accountable to the PH Student Handbook and Saddleback College Handbook, including all policies and procedures and system policies that are outlined.

Progression

To progress through the Public Health Programs, a student must achieve a grade of “C” or better (a minimum of 70 percentage points) in every course. If a student earns a “D” or “F” in any PH curriculum course, student will be allowed to retake the course **one time** unless exceptions are approved by the PH Department Chair/Program Director. See Section: Failing, Withdrawal, Leave of Absence, and Readmission into the Program

PH Grading policy

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69% - Fail course
F = Below 60% - Fail course

Unauthorized Recording

The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to students with disabilities. Any person, other than a student who willfully violates this section shall be guilty of a misdemeanor.

Emails

Students must use only the Saddleback College email and not personal emails. The PH programs require that students check their Saddleback email regularly. Important updates and notifications are sent throughout the program and students need to stay connected even if they are not enrolled in courses for any period of time.

Students must use the Canvas inbox for the course they are emailing about. Personal emails will not get responses. Students should include:

1. Module number, and the exact assignment being referred to in the body of the email.
2. Phone number since the instructor may need to speak to the student.
3. It is best to create a customized signature for email that includes name, student ID, and phone number.
4. For general questions not relating to a particular course, please use college email.

Changes in Name, Telephone Number and/or Address

Any change of name, address, or telephone number must be done through MySite. Also notify division office so changes can be made in the files.

Length of Time Required to Graduate

The length of time it will take to graduate depends on a few factors: how many classes you are comfortable taking each semester; the sequencing of courses; and if you are able to get into the classes you need. Please note that because of the considerable number of students trying to get into our classes, it can be incredibly challenging to get into the required courses in your major in your first semester. This is because as a new student your priority registration date will come after all continuing students.

Managing Work and School

When deciding how many units to take, it is important to plan time for reading, studying, and preparing for those classes. No time is given “in class” for studying. You are expected to be ready for each class before the class period begins. The recommended formula to determine expected amount of TOTAL TIME required for success in a class is as follows:

Schedule 2-3 hours per unit, per week for studying.

Example: 3-unit class:

In-class time = 3 hours per week
Study time = 6 hours per week
(3 units x 2 hrs./unit study = 6 hours)

TOTAL TIME: 9 HOURS PER WEEK FOR A 3-UNIT CLASS

If you take 12 units, total time to budget is 36 hours (about 1 and a half days) per week. That is why 12 units is considered full-time-student status. You may take as little as .5 units or as many as 19 units during a single semester. To take more than 19 units (not including work experience or independent study) you are required to obtain special permission from the Counseling Division.

You must have a cumulative 3.0 grade point average to gain permission to enroll in more than 19 units.

Recommended combination:

<u>Work</u>	<u>School</u>
5-15 hours per week.....	12-15 units
20 hours per week.....	9-12 units
30 hours per week.....	6-9 units
40 hours per week.....	3-6 units

Do not overload yourself when you register for classes. Design a course load that is reasonable for your level of energy and motivation.



VII. Grievance Process

Students who wish to file a grievance may follow due process guidelines found in the program’s handbook (informal) and/or District AP 5530 (formal). The three scenarios described below trigger HSHS due process (See Figure 1.1)

Formal AP 5530

The District AP 5530 is the formal grievance process and is applicable District's enumerated issues (i.e., grades, student disciplinary actions). Students have the option to use the HSHS informal process before using the formal District process.

Program Formal Grievance Process

Student conduct may initiate sanctions and grievances processes that are not covered under the District AP 5530. This occurs when a student breaches the department policies and regulations (i.e., dismissals for patient safety violations, failures in the remediation processes, HIPAA violations, LOA breaches, re-admission denials and so on). The procedural due process outlined below ensures both fair and equitable outcomes for all health science students.

Dual Grievance Processes

Students should be aware that parallel process for disciplinary matters can occur, and they must file appeals through both processes. For example, if a student is impaired and cannot perform safely at a clinical site, AP 5530 is triggered along with the program's policy (i.e., breach of behaviors at the clinical site, violation of patient safety). In such a case, a student could be dismissed from the program while also going through the District disciplinary process and receiving District related sanctions. In these cases, students may need to address the District disciplinary process and grievance procedures while also activating the HSHS grievance process for a program dismissal.

Deans, directors, and chairs will assist students when separate grievance process this occurs and how to proceed through the processes. The Health Sciences and Human Services guidelines outlined below are instituted to ensure students receive procedural due process ensuring both fair and equitable outcomes for all health science students.

Students have a right to continue in their educational progress. No student may be "dismissed" from a program unless the Assistant Dean or Dean have been notified and the student has been afforded due process. Notwithstanding that a student may be removed from a clinical site and would fail the course, students may not be compelled to drop or withdraw a course.

Formal Grievance Process

1. Students who have a grievance should first address the issue with his/her faculty member within five (5) instructional days of when the event occurred or when the student became aware of the issue. The student must inform the director/chair/dean of a possible negative effect due to a five-day delay and ask for an expedited review. If additional time is necessary to complete a full investigation, the student will be informed.
2. The process may be accelerated due to exigent circumstances. The student, faculty, and/or director should inform all individuals if a fast-track process is needed and explicitly agree upon a timeline that will not irreparably harm the student's progress in the program. All efforts should be made not to negatively impact a student's progress if at all possible while the grievance process is occurring.

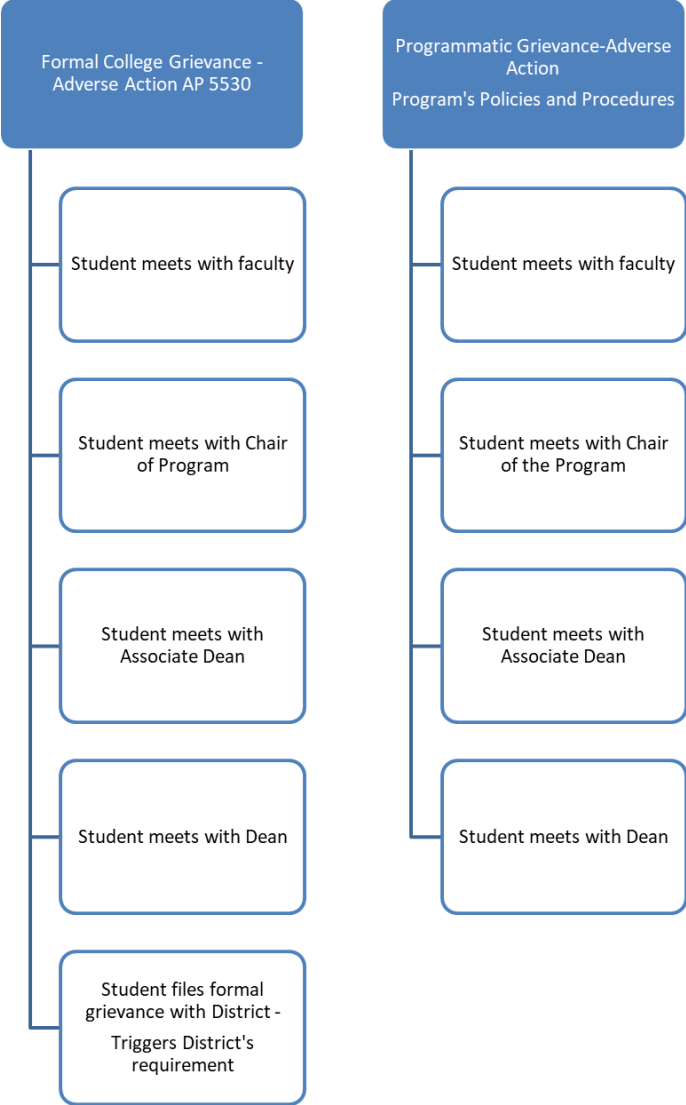
3. The faculty shall meet with the student within two (2) instructional days but no longer than ten (10) instructional days and respond to the student within two (2) instructional days but no longer than ten (10) instructional days unless the student would be irreparably harmed by a delay. If so, the student and the faculty shall consult with the program director/chair for guidance. If the student is not satisfied with the outcome, the student shall have two (2) instructional days but no longer than ten (10) instructional days to grieve to the program director/chair.
4. The program director/chair shall meet with the student within two (2) instructional days but no longer than ten (10) instructional days and respond to the student within two (2) instructional days unless the student would be irreparably harmed by a delay. If so, the student and the program director shall consult with the dean for guidance. If the student is not satisfied with the outcome, the student shall have two (2) instructional days but no longer than ten (10) instructional days to grieve to the assistant dean. Appointments shall be coordinated through the senior administrative assistant, who will ensure due process has been followed and provide the student with a form to complete in advance of their meeting with the assistant dean.
5. The Assistant Dean shall meet with the student within five (5) instructional days and respond to the student within five (5) instructional days unless the student would be irreparably harmed by a delay. If the student is not satisfied with the outcome, the student shall have two (2) instructional days but no longer than ten (10) instructional days to grieve to the Dean. Appointments shall be coordinated through the senior administrative assistant, who will provide the student with a form to complete in advance of their meeting with the Dean.
6. On the day of the scheduled meeting, the student will be asked to report 10-15 minutes prior to the scheduled meeting time and submit their completed form upon check-in. During this time, the dean will review the student's written narrative of the factual events and the requested remedy during the first meeting. The dean shall conduct a complete thorough investigation and respond to the student within five (5) instructional days unless the student would be irreparably harmed by a delay.
7. In the department formal process, the dean's decision is final.
8. In the informal AP 5530 process, if the student is not satisfied with the outcome, the student shall then proceed with the College's formal process found in AP 5530. Students shall be notified at every step in the informal AP 5530 process of the next step and the option to file a formal grievance.
9. The Division and Department due processes do not supersede any process or policy found in other District publications, policies, or procedures. District policies AP 5530 are primacy for all grade grievances. If conflicts occur, the District process shall supersede the Division process.
10. If a student perceives that he/she cannot discuss the matter with either the faculty member chair of director, the student must explain why in the written narrative to the assistant dean or dean.
11. This process is not used for any Title IV, IX, or ADA complaints. Students are recommended to reach out to the assistant dean or dean for guidance in these cases. These shall be fast-tracked, and the assistant dean or dean shall meet with the student within one business day.

Informal Grievance Process

If a program candidate or someone from the general public wishes to grieve or file a complaint, the following process will apply:

1. If requested, the Assistant Dean shall meet with the individual within five (5) instructional days and respond to the individual within five (5) instructional days unless the delay would cause irreparable harm. The individual must inform the assistant dean of a possible negative effect due to a five day delay and ask for an expedited review. If additional time is necessary to complete a full investigation, the individual will be informed.
2. Appointments shall be coordinated through the senior admin, who will provide the individual with a form to complete in advance of their meeting with the dean.
3. On the day of the scheduled meeting, the individual complainant/grievant will be asked to report 10-15 minutes prior to the scheduled meeting time and submit their completed form upon check-in. During this time, the Dean will review the written narrative of the factual events and the requested remedy during the first meeting.
4. If the individual is not satisfied with the outcome, the individual shall then proceed to meet with the dean. The dean shall confer with assistant dean prior to the meeting. If the complainant/grievant is not satisfied with the dean's decision, he/she/they shall proceed with the College's formal process depending upon the issue.
5. Alternately, if the individual wishes to remain anonymous, he/she/they may complete the form and email the document to schshs@saddleback.edu or drop it off to the Health Sciences and Human Services office located on the campus.

Figure 1.1 Dual Grievance Processes



Discrimination Complaints

Students who feel that they experienced discrimination can direct their complaints to the Title IX Officer, Juan Avalos, Ph.D., Vice President for Student Services, by filling out the [Unlawful Discrimination Complaint Form](#).



IX. Resources

Important College Policies

Please refer to the [Saddleback College Student Handbook](#)

- Grading Policy
- Pass/No Pass (P/NP)
- Course Repetition
- Probation
- Dismissal from College
- Readmission after Dismissal
- Academic Renewal
- Rules and Regulations for Student Behavior
- Standard of Student Conduct
- Removal from Class by Instructor
- Recommended Range of Sanctions and Disciplinary Actions
- Stronger Disciplinary Actions
- Grade Grievance Policy
- Gender Equity Grievance Policy
- Section 504/Americans with Disabilities Act Complaint/Grievance Procedure
- Alcohol and Drug Enforcement Policies and Education
- Title IX Sexual Misconduct/Title IX and Sexual Misconduct Reporting

Student Technical Support

- [Student Technical Support website](#)
- [Chat with Student Technical Support](#)
- [Canvas Basics for Students](#) (Instructional Videos)
- After Hours Support for Canvas: (844) 303-0343

Other Campus Links

- [Saddleback College Student Handbook](#)
- [Veteran Services](#)
- [Career Guidance](#)
- [Disability Services](#)

Information and Reference Numbers

- Campus Police Emergency..... (949) 582-4444
- Health Center..... (949) 582-4606
- Psychological Services..... (949) 582-4606
- Crisis Intervention Team (CIT)..... (949) 582-4357
- Vice President for Student Services..... (949) 582-4566
- Dean of Counseling..... (949) 582-4573
- Disabled Students Programs and Services..... (949) 582-4885
- Veterans Ed. & Transition Services..... (949) 582-4252
- Child Abuse Hotline (24 hrs)..... (714) 940-1000
- Rape Crisis Hotline (24 hrs)..... (949) 831-9110
- Sexual Assault/Rape Crisis OC..... (714) 957-2737 / (949) 831-9110
- National Sexual Abuse Hotline..... (800) 656-4673
- Suicide Prevention Hotline..... (800) 784-2433 / (310) 391-1253
- Suicide Crisis Hotline..... (714) 894-4242
- Domestic Violence Hotline..... (800) 799-7233 / (714) 992-1931
- HOPE Hotline..... (714) 639-4673
- Human Options: Battered Women..... (949) 854-3554
- Interval House..... (714) 891-8121
- Laura's House..... (949) 361-3775
- LGBTQ Hotline..... (888) 843-4564

Community Resources

- California Department of Public Health, Sexual Violence Prevention
- Center for Disease Control, Sexual Violence
- National Institute of Justice, Rape and Sexual Violence
- Office on Women's Health, U.S. Department of Health and Human Services, Sexual Assault
- Orange County 211