



## Course Syllabus

Chaminade University Honolulu  
3140 Waiālae Avenue, Honolulu, HI 96816  
[www.chaminade.edu](http://www.chaminade.edu)

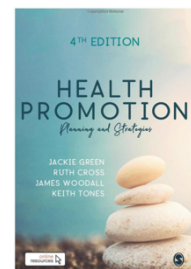
<b>Course Number:</b>	HC 301
<b>Course Title:</b>	Health Promotion Teaching Strategies
<b>Department Name:</b>	School of Nursing and Health Professions
<b>College/School/Division:</b>	School of Nursing and Health Professions
<b>Term:</b>	Fall 2022
<b>Course Credits:</b>	3
<b>Class Meeting Days/Hours:</b>	TBD
<b>Class Location:</b>	Online
<b>Instructor Name:</b>	Colby Takeda, MBA, MPH, CHES
<b>Email:</b>	<a href="mailto:colby.takeda@chaminade.edu">colby.takeda@chaminade.edu</a>
<b>Phone:</b>	(808) 497-6647
<b>Office Hours:</b>	Virtual ( <a href="https://calendly.com/colbytakeda">https://calendly.com/colbytakeda</a> )

### University Course Catalog Description

This course introduces fundamental strategies for health science education across the lifespan including needs assessment, conceptualizing instruction, specifying instructional objectives, and planning learning experiences. Students will choose instructional materials, deliver a teaching session, and evaluate the effectiveness of their health instruction in a variety of settings. This course includes an applied learning component.

### Required Textbook

Green, J., Cross, R., Woodall, J., & Tones, K. (2019). *Health Promotion: Planning & Strategies* (4<sup>th</sup> ed.). SAGE Publications. ISBN-13: 978-1526419484.



### Course Instructor



**Colby R. Takeda, MPH, MBA**

Colby was born and raised in Mililani, Hawai'i and completed his undergraduate studies in Exercise Science at Willamette University in Salem, Oregon. He then earned an MBA from the University of Hawai'i at Mānoa Shidler College of Business and an MPH from the UC Berkeley School of Public Health. Colby was most recently a consultant with

Sharecare, Inc., a digital health solutions company. In this role, he worked in communities to develop innovative programs, form cross-sector partnerships, and advocate for policies to make healthy choices easier. Colby now leads Pear Suite, a digital health startup focused on assessing and addressing the social determinants of health, particularly for older adults and underserved communities. Colby is a board member with various nonprofits, including the Hawai'i Public Health Association and Kaho'omiki, and advises health and healthcare startups.

### **Course Learning Outcomes (CLO)**

By the end of our course, students will be able to:

1. Demonstrate abilities to successfully monitor, modify, and evaluate health education strategies over the lifespan of a health program by measuring the program's successfulness in meeting intended goals and objectives.
2. Demonstrate mastery of health science education fundamentals by designing evidence-based health education strategies and implementing health program activities within a priority population(s).
3. Integrate evidence-based findings teaching strategies to effectively deliver health education program activities in an identified priority population.
4. Demonstrate knowledge of health science education fundamentals by developing evidence-based strategies and their implementation in programs that address priority health needs and health inequities of a priority population(s).
5. Demonstrate abilities to effectively execute health promotion teaching strategies and articulate the role of health science education in areas that address health inequities and health disparities.

### **Program Learning Outcomes (PLO)**

1. Evaluate behavioral and non-behavioral variables, through community health assessment and health coaching activities that contribute to morbidity, mortality, and their impact on the social determinants of health in priority populations.
2. Apply the core principles, measurements, and methodologies of community public health to diverse, priority populations through the application of community-based health promotion programs.
3. Analyze healthcare data using statistical, epidemiological and data visualization techniques, to generate data products that support decision-making to inform resource allocation and health promotion interventions.
4. Develop evidence-based health promotion and health education programs in collaboration with interdisciplinary community partners.
5. Utilizing the Marianist value of service, justice and peace; support community partners in addressing health, economic, and social inequities in priority populations.

### **The Eight Areas of Responsibility for Health Education Specialists ([NCHEC](#), [HESPA II 2020](#))**

- Area I: Assessment of Needs and Capacity
- Area II: Planning (CLO #2 & 4)
- Area III: Implementation (CLO #2 & 4)
- Area IV: Evaluation and Research (CLO #1)
- Area V: Advocacy
- Area VI: Communication (CLO #3)
- Area VII: Leadership and Management (CLO #5)
- Area VIII: Ethics and Professionalism

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice, and peace
5. Educate for adaptation and change

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lapa kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
6. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

### **Course Prerequisites**

A laptop computer or iPad with Microsoft Word, Google application, and Zoom are required programs for efficiently running a virtual format of lecture and virtual meeting. It is essential you maintain your updates on your computer programs and application tools. There are multiple online modules, e-texts, and we will be doing many things in class using google drive which will require computer access. Most exams are via computer.

### **Resources regarding Health and Multi-cultures**

Please check “Resource” tab on Canvas course shell.

### **Technical Assistance for Canvas Users**

- Search for help on specific topics at [help.instructure.com](http://help.instructure.com)
- Chat live with Canvas Support 24/7/365
- Canvas Support Hotline for students: +1-833-209-6111
- Online tutorials: click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### **Assessment**

Grades of this course will be based on the following:

- **Class Participation:** Weekly class meetings will allow for engaging group activities, guest speakers, and dynamic discussions about recent readings. Active participation in these meetings are required,
- **Reading Reflections:** Reading reflections will provide an opportunity to share insights gained from the weekly readings and prompt discussion among your peers. In addition to sharing what you learned, you will be required to thoughtfully respond to a classmate’s posting.
- **Current Event/Resource Sharing:** Throughout the course, students will share a current event or resource that connects health promotion strategies to the real world.
- **Group Health Promotion Project:** Students will team up to strategically design a health promotion program or campaign around a health topic of their choice.
- **Exams:** Exams will be created to reflect both the Program Learning Outcomes (PLO) and Course Learning Outcomes. Exams will include a combination of multiple choice, short answer, and essay questions.

### Course Grading Percentage Equivalents

Assignments	Points
Class Participation	50
Reading Reflections	30
Current Event/Resource Sharing	30
Health Promotion Project	50
Quiz 1	20
Quiz 2	20
<b>TOTAL</b>	<b>200 Points</b>

### Grading Scale

- A = 90-100% (180 – 200 points)
- B = 80-89.99% (160 – 179 points)
- C = 70-79.99% (140 – 159 points)
- D = 60-69.99% (120 – 139 points)
- F = below 60% (0 – 119 points)

### Course Policies

#### Late Work Policy

Late assignments in this course will receive a 10% deduction each day the assignment is missing. Students are encouraged to work ahead in case issues arise, so work is not late. Students are responsible to ensure that assignments are submitted in the correct folder or drop-box in the correct format or the assignment is considered late. Assignments are due Sunday at 11:59pm. Assignments posted at 00:01am on Monday are considered late. A zero grade will be given if submission is made after Tuesday 11:59pm unless prior arrangement is made with instructor.

#### Grades of "Incomplete"

Grades of Incomplete must be reviewed and approved by both the Course Coordinator and the Dean of Nursing and Health Professions. See the university "Grade of Incomplete" policy in the student handbook.

### **Writing Policy**

All written assignments, unless otherwise stated in the directions or a template is provided, must be submitted in Word docx with a cover page and using APA format. Documents submitted in incorrect format will be considered late. Please review late work policy.

### **Instructor and Student Communication**

Questions for this course can be emailed to the instructor at [colby.takeda@chaminade.edu](mailto:colby.takeda@chaminade.edu). Online and/or phone conferences can be arranged. Response time may take place up to 24-48 hours Monday-Friday during business hours only. For immediate response, you can send me a text message via (808) 497-6647 for any emergency. Please specify your full name and a course info.

### **Cell phones, tablets, and laptops**

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

### **Disability Access**

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. If you would like to determine if you qualify for ADA accommodations, please contact the Counseling Center at (808) 735-4845 e-mail at [jyasuhar@chaminade.edu](mailto:jyasuhar@chaminade.edu). The Counseling Center will notify faculty to inform them of the accommodations a student is to receive. However, the nature of your disability is confidential.

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the

appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Attendance Policy**

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to regularly attend all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy**

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values. Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of

the Student Handbook is available on the Chaminade website. For further information, please refer to the Student Handbook: <https://chaminade.edu/wp-content/uploads/2021/04/NEW-STUDENT-HANDBOOK-20-21-Final-3.31.2021.pdf>

**Please Note:**

While every attempt has been made to prepare this syllabus and class schedule in final form, it will be the course coordinator’s prerogative to make any changes as may be deemed necessary in order to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email of any changes. It is recommended that you check Chaminade email and course site including the clinical hub for students in Canvas frequently for announcements. A syllabus is a contract between the university and the students. All students will be held responsible to read, understand, and clarify the content within this document.

**Tentative Course Schedule**

<b>Week</b>	<b>Topics</b>	<b>Readings/Assignments</b>
Week #1	Introductions and Course Overview	Syllabus
Week #2	Health and Health Promotion	Chapter 1
Week #3	Assessing Needs and its Determinants	Chapter 2
Week #4	The Determinants of Health Actions	Chapter 3
Week #5	Health Promotion Planning – Systematic Approach	Chapter 4
Week #6	Information Needs	Chapter 5
Week #7	Health Public Policy	Chapter 6
Week #8	Education for Health	Chapter 7
Week #9	Mass Communication	Chapter 8
Week #10	Working with Communities	Chapter 9
Week #11	Settings for Health	Chapter 10
Week #12	Evaluation	Chapter 11
Week #13	Evidence-Based Health Promotion	Chapter 12
Week #14	Health Promotion Project	
Week #15	Health Promotion Project	
Week #16	Health Promotion Project	