



Course Syllabus

Chaminade University Honolulu
3140 Waiialae Avenue, Honolulu, HI 96816
www.chaminade.edu

Course Number:	HC 301
Course Title:	Health Promotion Teaching Strategies
Department Name:	School of Nursing and Health Professions
College/School/Division:	School of Nursing and Health Professions
Term:	FLEX TERM Flex term begins the first of the month and extends up to nine weeks (if enrolled in a Flex Accelerated course coded COURSE-CODE-##-2) or six months (if enrolled in a Flex Standard course coded COURSE-CODE-##-9).
Course Credits:	3
Class Meeting Days/Hours:	FLEX
Class Location:	Online
Instructor Name:	Bernadette Paul
Email:	bernadette.paul@chaminade.edu
Phone:	(330) 347-4288
Office Hours:	Virtual Office (appointment only)

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* (4th ed.). SAGE Publications. ISBN-13: 978-1526419484.



Course Materials/Equipment

A laptop computer or iPad with Microsoft Word, Google application, and Zoom are required programs for efficiently completing this course. It is essential you maintain your updates on your computer programs and application tools. All exams are online, and therefore require a working computer.

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 lama 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

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
- 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 or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students.

Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website

(<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and

information on scheduling an appointment. Free online tutoring is also available via TutorMe.

Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications –

TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

Grades of this course will be based on the following:

- **Exams: There will be three (3) 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, matching, short answer, and essay questions.
- **Discussion Forum with Activity:** Two discussion forums (Communities of Practice) are required to reflect the insight of learning and to share the idea with peers.
- **Health Promotion Project:** Students will work to strategically design a health promotion program or campaign around a health topic of their choice.

Course Grading Percentage Equivalents

Assignments	Points
Communities of Practice	20
Health Promotion Project	40
Exam 1	50
Exam 2	50
Exam 3	50
Chapter questions	105
TOTAL	315 Points

Grading Scale

- A = 90-100% (284 – 300 points)
- B = 80-89.99% (252 – 283 points)
- C = 70-79.99% (220– 251 points)
- D = 60-69.99% (189 – 219 points)
- F = below 60% (0 – 188 points)

Course Policies

Course Approach

This course is utilizing a Flex model, meaning that you only have one due date, which is your course completion Schedule, which is due by 11:59 pm on the 7th day of the month you started the course. The Flex model provides you with the convenience and ability to work at your own pace and complete assignments when it is convenient for you. You can work as fast as you want, meaning you can complete the course in as little as six weeks, or up to six months.

Late Work Policy

This course is utilizing a Flex model, meaning that you only have one due date, which is your course completion Schedule, which is due by 11:59 pm on the 7th day of the month you started the course. If this assignment is late, you may be dropped from the class.

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 the incorrect format will be considered incomplete.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at bernadette.paul@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 (330)347-4288 for any emergency. Please specify your full name and a course info.

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. 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.

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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 2020-2021 Academic Catalog.

Students are expected to regularly log in to all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from completing assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's phone.

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 2019-2020 Undergraduate Academic Catalog (p. 39):

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 which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one

semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practicum, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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.

Module #	Assignment Title	Days after enrollment due date
Module 1	Course Completion Schedule – Due 7 th of the Month	6
Module 1	Self-Introduction Activity	7
Module 1	Chapter 1 Reflection	7
Module 2	Chapters 2 & 3 Reflections	14
Module 3	Participate in Communities of Practice #1	21
Module 3	Examination #1: Chapters 1 – 4	21
Module 3	Chapter 4 Reflection	21
Module 4	Chapters 5 & 6 Reflections	28
Module 5	Chapters 7 & 8 Reflections	35
Module 6	Participate in Communities of Practice #2	42
Module 6	Examination #2: Chapters 5 – 8	42
Module 6	Chapter 9 Reflection	42
Module 7	Chapters 10 & 11 Reflections	49
Module 8	Chapter 12 Reflection	56
Module 9	Examination #3: Chapters 9 – 13	63
Module 9	Health Promotion Project and Presentation	63

Tentative Course Schedule

Revised Tentative Schedule

Module	Topics	Readings
1	Introductions and Course Overview Course completion schedule – Due on 7 th of Month Health and Health Promotion Chapter 1 Reflection Questions	Syllabus Chapter 1
2	Assessing Needs and its Determinants The Determinants of Health Actions Chapters 2 & 3 Reflection Questions	Chapter 2 Chapter 3
3	Health Promotion Planning – Systematic Approach Chapter 4 Reflection Questions Communities of Practice Exam #1	Chapter 4 Chapters 1 - 4
4	Information Needs Health Public Policy Chapters 5 & 6 Reflection Questions	Chapter 5 Chapter 6
5	Education for Health Mass Communication Chapters 7 & 8 Reflection Questions	Chapter 7 Chapter 8
6	Working with Communities Chapter 9 Reflection Questions Communities of Practice Exam #2	Chapter 9 Chapters 5 - 8
7	Settings for Health Evaluation Chapters 10 & 11 Reflection Questions	Chapter 10 Chapter 11
8	Evidence-Based Health Promotion Chapter 12 Reflection Questions	Chapter 12
9	Health Promotion Project Outline and Video Presentation Exam #3	Chapters 9 - 12