



**Chaminade**  
**University**  
OF HONOLULU

### **Course Syllabus**

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waiālae Avenue - Honolulu, HI 96816

<b>Course Number:</b>	Independent Study (in replacement of HC399)
<b>Course Title:</b>	CHES Exam Preparation
<b>Department Name:</b>	School of Nursing and Health Professions
<b>College/School/Division Name:</b>	School of Nursing and Health Professions
<b>Term:</b>	Fall 2023
<b>Course Credits:</b>	3
<b>Class Meeting Days:</b>	Online
<b>Class Meeting Hours:</b>	Online
<b>Class Location:</b>	Online

**Instructor Name:** Professor Murray, MSN RN

**Email:** [erica.murray@chaminade.edu](mailto:erica.murray@chaminade.edu)

**Phone:** 619-750-6161

**Office Location:** Online

**Office Hours:** Online, by appointment

### **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 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.

### **Course Overview**

This course will help prepare students for the Health Education Credentialing exam.

### **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
5. 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 Learning Outcomes

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 success 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.
6. Assess, plan, and evaluate health promotion/education programs and personal behavior change interventions.
7. Determine needs for health promotion/education based on obtained data.
8. Advocate for health and health promotion/education needs, concerns, and resources.
9. Apply professional codes of ethics and ethical principles throughout assessment, planning, implementation, evaluation and research, communication, consulting, and advocacy processes.

## 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 (CLO #7)
- Area II: Planning (CLO #2, 4 & 6)
- Area III: Implementation (CLO #2 & 4)
- Area IV: Evaluation and Research (CLO #1)
- Area V: Advocacy (CLO # 8)
- Area VI: Communication (CLO #3)
- Area VII: Leadership and Management (CLO #5)
- Area VIII: Ethics and Professionalism (CLO #9)

### **Course Prerequisites**

Students are expected to have successfully completed the previous community and public health courses in the program and have computer knowledge that will allow them to complete online work required for this course.

### **Required Learning Materials**

National Commission for Health Education Credentialing (NCHEC). 8<sup>th</sup> Edition. The Health Education Specialist: A Companion Guide for Professional Excellence

### **Course Website:**

<https://chaminade.instructure.com/courses/29961>

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

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [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

### 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](#) 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](mailto: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 2 and 3 are cumulative. Exam 1 will cover content from chapters 1 through 3, exam 2 will cover content from chapters 1 through 6, and exam 3 will cover content from chapters 1 through 8. Exams will be created to reflect both the Program Learning Outcomes (PLO) and Course Learning Outcomes.
- **Discussion Forum with Activity:** Community of Practice (CoP) discussion is required to reflect the insight of learning and to share ideas with peers.
- **Health Promotion Project:** Students will work to strategically design a health promotion program or campaign around a health topic of their choice.

### Assessment and Course Grading:

The proportion that each of the above contributes to your grade in this course is as follows:

List of Assessments	Course Grade %
Exam 1 – 25 points	15%
Exam 2 – 25 points	15%
Exam 3 – 25 points	15%
Health Promotion Project – 75 points	40%
Health Promotion Project outline – 15 points	10%
Community of Practice – 10 points	5%
	100%

## Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

### **\*Please note the following policy:**

- To pass this course, the student must obtain a 75% or higher weighted average on testing assessments (quizzes, exams) in this course.
- **ALL** assignments must be successfully completed in order to pass this course.
- If the student fails to successfully complete all required assignments and/or does not have a weighted average score of at least 75% in all testing (including quizzes, exams) in this course, the maximum grade obtained for the course will be a D.

**No Rounding of grades: If a student earned a final percentage grade of 69.99%, the final score will NOT be rounded to 70.**

The School of Nursing may choose to utilize an online exam proctoring technology at any time during this course. This technology enables students to take proctored exams at a location that is off campus. This technology provides a secure test environment that promotes academic integrity and provides data security. The process identifies a student and records video, audio, and screen capture during the student's exam. This information is communicated to secure servers and reviewed. The video, audio, and screen capture are used solely for the purpose of ensuring academic integrity during the testing process.

## Course Policies

All policies stated in the Chaminade University Student Handbook [Link](#) and Chaminade University School of Nursing and Health Professions BSN Student Handbook [Link](#) are in effect in this course.

## Academic Conduct Policy

Nursing students are responsible for promoting academic honesty in all educational settings. **Any behavior that impedes assessment is considered academic dishonesty by the CUH SONHP.** Nursing students represent Chaminade University and the School of Nursing and as such are expected to demonstrate professional, ethical behavior in the classroom, in laboratory settings, in the clinical setting, and in the community. The Chaminade student nurse shall be committed to the Marianist values and the core values of the School of Nursing. **Violations of the principle of academic honesty are extremely serious and will not be tolerated.** Students are responsible for promoting academic honesty by not

participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Please refer to “*Professional Behavior*” in the 2022-2023 BSN Student Handbook (pg. 14-15) for an in-depth explanation.

*“Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question, to an 'F' for the course, to suspension or dismissal from the University.”* From the 2022-2023 Undergraduate Academic Catalog (pg. 194)

### **Late Work Policy**

Late work is NOT accepted unless discussed and approved by faculty before due date.

### **Grades of "Incomplete"**

See **Nursing and Health Professions BSN Student Handbook** [Link](#).

### **Writing Policy**

All submitted papers must be in an acceptable format per course coordinator. Papers are to be written in a scholarly manner, formatted in APA style. Refer to APA guidelines.

### **Instructor and Student Communication**

Questions for this course can be emailed to the instructor at [erica.murray@chaminade.edu](mailto:erica.murray@chaminade.edu). Online, in-person and phone conferences can be arranged. Response time will take place up to 48 hours.

### **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**

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](mailto: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 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly 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 Tutor 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.

### **Student Conduct Policy**

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).

### Schedule

Community of Practice Assignment	9/15/23 by 11:59pm
Exam 1	9/29/23 by 11:59pm
Project Outline	10/13/23 by 11:59pm
Exam 2	10/27/23 by 11:59pm
Health Improvement Project Final	11/17/23 by 11:59pm
Exam 3	12/4/23 by 11:59pm

### 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 a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. 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. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

### *Specific Credit Situations*

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, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### *How This Course Meets the Credit Hour Policy*

1. *Time reading and reviewing resources (text book and online resources) = 50 hours*
2. *Assignments – Health Promotion Project and CoP = 35 hours*
3. *Studying and preparing for CHES exam – 40 hours*