



School of Nursing and Health Professions  
Bachelor of Science in Public Health

## HC300: Health Education Program Design & Evaluation Course

Location meeting and Class meeting schedule (Online Asynchronous)

Credits: 3      Section: 1      Term: Fall 2025

### Instructor Information



**Instructor:** Dr. Jerome Santos, DNP, MBA, RN, NEA-BC, JDc

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**Phone:** 3607199934

**Office Location:** Virtual

**Office Hours:** By Appointment

**Virtual Office:** Virtual

**Virtual Office Hours:** By Appointment

### Communication

Please email me directly for any questions or concerns. My email is [jerome.santos@chaminade.edu](mailto:jerome.santos@chaminade.edu). I will respond within 48 hrs. With urgent matters, please call or text 3607199934.

### School & Department Information

School of Nursing and Health Professions

Office Location: 3140 Waialae Avenue, Honolulu, Hawaii 96816

Phone: (808) 739-8572

If you have questions regarding the Public Health Program, reach out to your Instructor or the School of Nursing and Health Professions

### Course Description & Materials

#### Catalog Course Description

This course provides students with the knowledge and skills required to assess health needs and resources, develop health programs to meet specific needs in selected populations, and to

determine appropriate measures to evaluate the effectiveness of health education programs. This course includes an applied learning component.

#### Time Allocation

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.

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

Example CHP course description: This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 42 hours in class, 28 hours doing required reading, 40 hours researching and writing a paper and presentation, and 10 hours studying for and taking the midterm and final exam. There will be an additional 15 hours of work required beyond what is listed here (homework assignments, online engagement etc.), averaging 1 hour each week.

#### Required Materials

*Issel, L. M., Wells, R., & Williams M. (2021). Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health (5th ed.). Jones & Bartlett Learning. ISBN-13: 978-1284210057.*

#### Canvas (<https://chaminade.instructure.com>)

Canvas will be used as our learning management system for this course. Every Sunday, weekly course materials will be posted, including readings, discussion posts, and other assignments. In general, assignments will be due at midnight the following Sunday. Canvas will also be used to engage with classmates to share current events, feedback, and other comments.

#### **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

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of public health program, the student will be able to:

1. Utilize public health concepts to assess major health-related needs of diverse populations, addressing social determinants of health, and factors that contribute to morbidity and mortality through the design and development of interventions that promote health equity and reduce disparities.
2. Utilize evidence-based approaches to evaluate program outcomes and inform decision-making processes that prioritize service, justice, and peace in public health practice, while emphasizing the importance of using data and research to drive impactful, equitable, and sustainable public health interventions.
3. Analyze public health data using statistical, epidemiological and data visualization techniques, to generate products that support communication and decision-making related to public health interventions.
4. Investigate basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.
5. Develop innovative sustainable public health strategies that address complex challenges, promote equity, and contribute to the achievement of the United Nations Sustainable Development Goals (SDGs), while fostering sustainable development practices locally and globally.

### Course Learning Outcomes (CLOs)

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

1. Assess community resources and develop recommendations on designing and implementing health promotion and health education strategies.
2. Conduct health education programs in priority population(s) settings, that are designed and implemented alongside community stakeholders, and are communicated from a collaborative standpoint.
3. Implement the effectiveness of health education program evaluation by utilizing quantitative and qualitative research methodologies, helping to inform the modification of existing strategies and their delivery.
4. Apply knowledge and skills required to plan and assess health resources, develop effective health programs to meet priority needs, and determine measures to effectively evaluate these programs.

5. Apply mastery of health education program design and evaluation to successfully communicate and lead the roles of other health disciplines in identified priority populations.

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

- Area I: Assessment of Needs and Capacity (CLO #1)
- Area II: Planning (CLO #2)
- Area III: Implementation (CLO #3)
- Area IV: Evaluation and Research (CLO #3 & 4)
- Area V: Advocacy
- Area VI: Communication (CLO #5)
- Area VII: Leadership and Management (CLO #2 & 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, and integrity of creation.
5. Educate for adaptation and change.

[Include a paragraph that explains how this course specifically addresses one or more of the Marianist values listed above.]

### **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 (‘Ōlelo 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 (‘Ōlelo 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 (‘Ōlelo 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 (‘Ōlelo No’eau 203) All knowledge is not taught in the same school

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Marianist Vaues</b>		Y		
<b>PLOs</b>	Y		Y	Y
<b>Native Hawaiian Values</b>		Y		
<b>Gen Ed Learning Outcomes (if applicable)</b>			Y	Y

### 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.

## Course Activities

### Grades of this course will be based on the following:

- **Multiple-choice exams:** Exams will be created to reflect both the Program Learning Outcomes (PLO) and Course Learning Outcomes. Questions will require recall and critical thinking to incorporate application of the nursing process (assessment, diagnosis, outcome identification and planning, implementation and evaluation). There will be 30 questions on every content exam. The final exam will be cumulative and have 30

questions. No bonus points or extra credit is given in this course. Please do not request these.

- **Discussion forum with activity:** Weekly discussion forum is required to reflect the insight of weekly learning and to share the idea with peers.
- **Health Program Implementation and Evaluation:** Students will use the PRECECE-PROCEED Model (PPM) to guide their program's assessment, planning, implementation, and evaluation. This assignment will be completed in small groups of three students.

### Course Grading Percentage Equivalents

Assignments	Points
Exam 1	100
Exam 2	100
Discussion Forum with Activity (1x10 weeks)	100
Health Program Implementation and Evaluation	100
<b>TOTAL</b>	<b>400 points</b>

### Grading Scale

- A = 90-100%
- B = 80-89.99%
- C = 70-79.99%
- D = 60-69.99%
- F = below 60%
- **\*\* No round off**

## Course Policies

### 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 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 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.

### Late Work

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.

### Extra Credit

There is no extra credit.

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your 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.

### Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

\*The College of Nursing and Health Professions does not round grades. For example, a score of 89.7 will be recorded as 89% and a B grade.

### **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.

## **Important Information**

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

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 the Academic Division. Punishment



for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

#### **TITLE IX AND NONDISCRIMINATION STATEMENT:**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

#### **Nondiscrimination Policy & Notice of Nondiscrimination**

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#).

Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **Hazing Prevention Resources and Athlete Helpline:**

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy:

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

**Basic Needs Resources:** <https://chaminade.edu/basic-needs/>

### **Campus Safety/ SafeSwords**

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords Webpage](#)

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities 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).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### Kōkua 'Ike: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Readings & Due Dates

Wk of	Theme	Info
<b>Module 1 or Week 1 08/25</b>	1. Introductions & Course Overview 2. Context of Health Program Planning 3. Choose Your Focus for the Course (What's Your Why?)	1. Syllabus 2. Chapter 1 a. Planning and Evaluation Cycle (p11-14) b. The Fuzzy Aspects of Planning (p14-19) c. Introduction to the Types of Evaluation (p19-22) 3. Simon Sinek, <a href="#">Start With Why</a>
<b>Module 2 or Week 2 09/01</b>	1. Health Program Planning Is Change – How Effective Change Happens 2. Case Study – Addressing Child Malnutrition in Vietnam	1. John Kotter, <a href="#">Leading Change: Why Transformation Efforts Fail</a> . Harvard Business Review. May/June 1995. 2. Monique Sternin, <a href="#">To solve hard challenges, we must look for the positive deviants</a> . October 2014 TedX Talk.
<b>Module 3 or Week 3 09/08</b>	Health Program Planning is a Team Effort – How To Work Effectively in Teams	1. Patrick Lencioni – <a href="#">Five Dysfunctions of Team Model</a> 2. Patrick Lencioni – <a href="#">Five Dysfunctions of Team Talk</a> , February 2014 3. Table Group Podcast Episode #134, <a href="#">14 Q's about the 5 Ds</a> , June 2022
<b>Module 4 or Week 4 09/15</b>	Relevance of Diversity and Disparities to Health Programs	1. Chapter 2 a. Health Disparities (p 33-40) b. Interventions (p 41-43) c. Diversity within Healthcare Organizations and Programs (p 46-52) 2. Unnatural Causes Documentary 3. Documentary Film, <a href="#">The Spirit Level</a> , February 2010
<b>Module 5 or Week 5</b>	1. Community Health Assessment for	1. Chapter 3 a. Defining Community (p 63-66)

<p><b>09/22</b></p>	<p>Program Planning 2. Working with Stakeholders and Communities</p>	<p>b. Types of Needs (p 66-67) c. Steps in Planning and Conducting the Assessment (p 81-87) 2. Syme SL. <a href="#">Social determinants of health: the community as an empowered partner</a>. Preventing Chronic Disease, 2004 Jan 3. Ernest Sirolli, <a href="#">Want to help someone? Shut up and listen!</a> TedX Talk, November 2012</p>
<p><b>Module 6 or Week 6</b> <b>09/29</b></p>	<p>Characterizing and Defining the Health Problem</p>	<p>1. Chapter 4 a. Collecting Data from Multiple Sources (p 95-98) b. Collecting Descriptive Data (p 98-103) c. Statistics for Describing Health Problems (p 103-106) d. Stating the Health Problem (p 106-114)</p>
<p><b>Module 7 or Week 7</b> <b>10/06</b></p>	<p>1. Program Theory and Interventions Revealed 2. Program Objectives and Setting Targets</p>	<p>1. Chapter 5 2. Chapter 6 a. Program Goals and Objectives (p 155-163)</p>
<p><b>Module 8 or Week 8</b> <b>10/13</b></p>	<p><b>EXAM # 1</b></p>	<p><b><i>Due October 18 at 1159 PM Hawaii Standard Time (HST)</i></b></p>
<p><b>Module 9 or Week 9</b> <b>10/20</b></p>	<p>1. Failure vs Learning in Program Evaluation 2. Creating a Culture of Learning</p>	<p>1. Amy Edmundson, <a href="#">Strategies for Learning from Failure</a>, Harvard Business Review, April 2011 2. David Garvin et al. <a href="#">Is Yours a Learning Organization?</a> Harvard Business Review, March 2008 3. Tomas Chamorro-Premuzic and Josh Bersin, <a href="#">4 Ways to Create a Learning Culture on Your Team</a>, Harvard Business Review, July 2018</p>

<b>Module 10 or Week 10 10/27</b>	Developing a Logic Model	1. Chapter 7 a. Logic Models (p 203-204) 2. Community Toolbox, <a href="#">Developing a Logic Model</a>
<b>Module 11 or Week 11 11/03</b>	1. Planning the Intervention Effect Evaluations 2. Choosing Designs for Effect Evaluations	1. Chapter 11 2. Chapter 12
<b>Module 12 or Week 12 11/10</b>	Sampling Designs and Data Sources for Effect Evaluations	Chapter 13
<b>Module 13 or Week 13 11/17</b>	Quantitative Analysis and Interpretation	Chapter 14
<b>Module 14 or Week 14 11/24</b>	<b>Thanksgiving Break: Study for Finals!</b>	<b>Please prepare for the exam!</b>
<b>Module 15 or Week 15 12/01</b>	Qualitative Methods for Planning and Evaluation	Chapter 15
<b>Module 16 or Week 16 12/08</b>	<b>EXAM # 2: Final Exam</b>	<b><i>Term Project: Health Program Implementation &amp; Evaluation Due on Dec 10 at 1159 PM Hawaii Standard Time HST</i></b>  <b><i>Due December 08 at 1159 PM Hawaii Standard Time (HST)</i></b>