

**University of Hawaii Maui College**  
**CHW 135 - Health Promotion/Disease Prevention**

1. **Course Alpha.** Please click on the ? to the right for help.

CHW

2. **Course Number.** Please click on the ? to the right for help.

135

3. **Course Title/Catalog Title.** Please click on the ? to the right for help.

Health Promotion/Disease Prevention

4. **Number of Credits.** Please click on the ? to the right for help.

3

5. **Contact Hours/Type.** Please click on the ? to the right for help.

- Hour lecture (3)

6. **Course Description.** Please click on the ? to the right for help.

Explores the role Community Health Workers play in health promotion and disease prevention. Introduces the major causes of premature mortality and morbidity, behavioral and environmental contributions to illness and injury, and strategies for promoting health, wellness and risk reduction. Provides opportunities to practice developing and teaching health promotion/disease prevention classes.

7. **Pre-Requisites.** Please click on the ? to the right for help.

CHW 101 or HSER 101 with grade C or better, or consent.

8. **Co-requisites.**

9. **Recommended Preparation.**

10. **Is this a cross-listed course?** Please click on the ? to the right for help.

NO

11. **Reason for Proposal.** Why is this course being proposed or modified? This question requires specific information as part of the explanation. Please click on the ? to the right for help.

This course addresses two core competencies of Community Health Workers (health education and individual/community capacity-building skills) vital to the new Community Health Worker/Health Navigator I Certificate.

12. **Effective Semester and Year.** For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. Please click on the ? to the right for help.

Spring 2016

**13. Grading Method. What grading methods may be used for this course? Please click on the ? to the right for help.**

- Standard (Letter,Cr/NCr,Audit) (0)

**14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? Please click on the ? to the right for help.**

NO

**15. Course Student Learning Outcomes (SLOs). DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Please click on the ? to the right for help.**

| Course SLO/Competency                                                                                 | Explain theoretical models for behavior change and how these apply to health promotion efforts. | Explain the process of planning, implementing, and evaluating a health promotion program. | Identify disease prevention and health promotion initiatives consistent with the Healthy People 2020 objectives. | Identify components of health education including learning styles and theories. | Recognize the influences social determinants of health have on health issues. | Practice developing and teaching health promotion and disease prevention to individuals and groups. |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Identify health promotion strategies and their rationale.                                             | <input checked="" type="checkbox"/>                                                             | <input checked="" type="checkbox"/>                                                       | <input checked="" type="checkbox"/>                                                                              | <input checked="" type="checkbox"/>                                             | <input checked="" type="checkbox"/>                                           | <input checked="" type="checkbox"/>                                                                 |
| Examine major behavioral and environmental risk factors for illness, disease, and injury.             | <input checked="" type="checkbox"/>                                                             |                                                                                           |                                                                                                                  | <input checked="" type="checkbox"/>                                             | <input checked="" type="checkbox"/>                                           | <input checked="" type="checkbox"/>                                                                 |
| Apply concepts and practice teaching skills to promote healthy behaviors and prevent chronic disease. | <input checked="" type="checkbox"/>                                                             | <input checked="" type="checkbox"/>                                                       | <input checked="" type="checkbox"/>                                                                              | <input checked="" type="checkbox"/>                                             | <input checked="" type="checkbox"/>                                           | <input checked="" type="checkbox"/>                                                                 |
| Access and analyze health information.                                                                |                                                                                                 | <input checked="" type="checkbox"/>                                                       | <input checked="" type="checkbox"/>                                                                              |                                                                                 |                                                                               | <input checked="" type="checkbox"/>                                                                 |

| Course SLO/PSLO | Develop interpersonal skills that build appropriate, collaborative, respectful relationships with fellow students, clients and professionals in the | Demonstrate the attitudes, skills and knowledge of best practice strategies across a variety of populations in diverse human | Identify vulnerable populations and the social conditions that contribute to their vulnerability and consider advocacy | Develop self-awareness of person values, interpersonal styles, strengths and challenges that influence the development of professionalism. |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
|                 |                                                                                                                                                     |                                                                                                                              |                                                                                                                        |                                                                                                                                            |

|                                                                                                       | community.                          | service settings.                   | strategies to help alleviate those conditions. |                                     |
|-------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|------------------------------------------------|-------------------------------------|
| Identify health promotion strategies and their rationale.                                             |                                     | <input checked="" type="checkbox"/> |                                                |                                     |
| Examine major behavioral and environmental risk factors for illness, disease, and injury.             | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>            |                                     |
| Apply concepts and practice teaching skills to promote healthy behaviors and prevent chronic disease. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                                | <input checked="" type="checkbox"/> |
| Access and analyze health information.                                                                |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>            |                                     |

- 16. Course Competencies. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Course competencies are smaller, simpler tasks that connect to and facilitate the SLOs.**

| Competency                                                                                                       |
|------------------------------------------------------------------------------------------------------------------|
| Explain theoretical models for behavior change and how these apply to health promotion efforts.                  |
| Explain the process of planning, implementing, and evaluating a health promotion program.                        |
| Identify disease prevention and health promotion initiatives consistent with the Healthy People 2020 objectives. |
| Identify components of health education including learning styles and theories.                                  |
| Recognize the influences social determinants of health have on health issues.                                    |
| Practice developing and teaching health promotion and disease prevention to individuals and groups.              |

- 17. Recommended Course Content and Timeline. The course content facilitates the course competencies. Course content may be organized by weeks, units, topics or the like.**

| Content                                                                                                           |
|-------------------------------------------------------------------------------------------------------------------|
| 2-3 weeks: Theoretical models for behavior change and application to health promotion efforts                     |
| 3-5 weeks: Disease prevention and health promotion initiatives consistent with the Healthy People 2020 objectives |
| 2-3 weeks: Components of health education including learning styles and theories                                  |
| 1-3 weeks: Social determinants of health                                                                          |
| 3-5 weeks: Practice developing and teaching a health promotion program                                            |

- 18. Program Learning Outcomes. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on ? icon to the right.**

|                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Program SLO</b>                                                                                                                                                    |
| Develop interpersonal skills that build appropriate, collaborative, respectful relationships with fellow students, clients and professionals in the community.        |
| Demonstrate the attitudes, skills and knowledge of best practice strategies across a variety of populations in diverse human service settings.                        |
| Identify vulnerable populations and the social conditions that contribute to their vulnerability and consider advocacy strategies to help alleviate those conditions. |
| Develop self-awareness of person values, interpersonal styles, strengths and challenges that influence the development of professionalism.                            |

19. **College-wide Academic Student Learning Outcomes (CASLOs).** FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

|                                     |                                                                                                                                                                                                     |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | <b>Creativity</b> - Able to express originality through a variety of forms.<br><br><input checked="" type="checkbox"/> Preparatory Level                                                            |
| <input type="checkbox"/>            | <b>Critical Thinking</b> - Apply critical thinking skills to effectively address the challenges and solve problems.                                                                                 |
| <input checked="" type="checkbox"/> | <b>Information Retrieval and Technology</b> - Access, evaluate, and utilize information effectively, ethically, and responsibly.<br><br><input checked="" type="checkbox"/> Preparatory Level       |
| <input checked="" type="checkbox"/> | <b>Oral Communication</b> - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.<br><br><input checked="" type="checkbox"/> Preparatory Level |
| <input type="checkbox"/>            | <b>Quantitative Reasoning</b> - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.              |
| <input checked="" type="checkbox"/> | <b>Written Communication</b> - Write effectively to convey ideas that meet the needs of specific audiences and purposes.<br><br><input checked="" type="checkbox"/> Preparatory Level               |

|                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|
| <b>GenED SLO</b>                                                                                                                |
| Creativity - Able to express originality through a variety of forms.                                                            |
| Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.       |
| Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. |
| Written Communication - Write effectively to convey ideas that meet the needs of specific audiences                             |

and purposes.

**20. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. Please click on the ? to the right for help.**

**21. Method(s) of delivery appropriate for this course. Please click on the ? to the right for help.**

- Classroom/Lab (0)
- HITS/Interactive TV (0)
- Hybrid (0)
- Online (0)

**22. Text and Materials, Reference Materials, and Auxiliary Materials. Please click on the ? to the right for help.**

- Hubley, J., Copeman, J., & Woodall, J.. Practical Health Promotion. 2nd. Polity Press, 2013, 978-0745663166.

**23. Maximum enrollment. Please click on the ? to the right for help.**

35

**24. Particular room type requirement. Is this course restricted to particular room type? Please click on the ? to the right for help.**

YES

Moveable chairs, computer, projector, DVD, sound.

**25. Special scheduling considerations. Are there special scheduling considerations for this course? Please click on the ? to the right for help.**

YES

Evening class to accommodate incumbent workers.

**26. Are special or additional resources needed for this course? Please click on the ? to the right for help.**

NO

**27. Does this course require special fees to be paid for by students? Please click on the ? to the right for help.**

NO

**28. Does this course change the number of required credit hours in a degree or certificate? Please click on the ? to the right for help.**

Yes. This course addition is part of a concurrent proposal to condense the Health Navigator/CHW Certificate from 23 to 15 credits in order to concentrate on the CHW core competencies.

**29. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate**

degrees. Please click on the ? to the right for help.

| Degree                              | Program              | Category              |
|-------------------------------------|----------------------|-----------------------|
| <b>Associate in Arts:</b>           | Liberal Arts         | LE - Elective         |
| <b>AS:</b>                          | Human Services - All | PE - Program Elective |
| <b>AAS:</b>                         | N/A                  | N/A                   |
| <b>BAS:</b>                         | N/A                  | N/A                   |
| <b>Developmental/<br/>Remedial:</b> |                      |                       |

30. Course designation(s) for other colleges in the UH system.

31. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

2014-2015; p. 48-49, 52, 104, 121, 123-124

32. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

|                                                                                                                                        |  |   |
|----------------------------------------------------------------------------------------------------------------------------------------|--|---|
| <b>Standard 1 - Written Communication</b><br>Write effectively to convey ideas that meet the needs of specific audiences and purposes. |  |   |
| <b>Outcome 1.1 - Use writing to discover and articulate ideas.</b>                                                                     |  | 2 |
| <b>Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.</b>                                     |  | 2 |
| <b>Outcome 1.3 - Choose language, style, and organization appropriate to particular purposes and audiences.</b>                        |  | 2 |
| <b>Outcome 1.4 - Gather information and document sources appropriately.</b>                                                            |  | 2 |
| <b>Outcome 1.5 - Express a main idea as a thesis, hypothesis, or other appropriate statement.</b>                                      |  | 1 |
| <b>Outcome 1.6 - Develop a main idea clearly and concisely with appropriate content.</b>                                               |  | 2 |
| <b>Outcome 1.7 - Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics.</b>                  |  | 1 |
| <b>Outcome 1.8 - Demonstrate proficiency in revision and editing.</b>                                                                  |  | 0 |
| <b>Outcome 1.9 - Develop a personal voice in written communication.</b>                                                                |  | 2 |

|                                                                                                                                                                                                      |  |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|
| <b>Standard 2 - Quantitative Reasoning</b><br>Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. |  |   |
| <b>Outcome 2.1 - Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.</b>                                                             |  | 0 |
| <b>Outcome 2.2 - Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate.</b>                                                                      |  | 0 |
| <b>Outcome 2.3 - Communicate clearly and concisely the methods and results of quantitative problem solving.</b>                                                                                      |  | 0 |
| <b>Outcome 2.4 - Formulate and test hypotheses using numerical experimentation.</b>                                                                                                                  |  | 0 |
| <b>Outcome 2.5 - Define quantitative issues and problems, gather relevant information, analyze that information, and present results.</b>                                                            |  | 0 |
| <b>Outcome 2.6 - Assess the validity of statistical conclusions.</b>                                                                                                                                 |  | 1 |
| <b>Standard 3 - Information Retrieval and Technology.</b><br>Access, evaluate, and utilize information effectively, ethically, and responsibly.                                                      |  |   |
| <b>Outcome 3.1 - Use print and electronic information technology ethically and responsibly.</b>                                                                                                      |  | 2 |
| <b>Outcome 3.2 - Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology.</b>                                                                    |  | 0 |
| <b>Outcome 3.3 - Recognize, identify, and define an information need.</b>                                                                                                                            |  | 2 |
| <b>Outcome 3.4 - Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.</b>                                               |  | 2 |
| <b>Outcome 3.5 - Create, manage, organize, and communicate information through electronic media.</b>                                                                                                 |  | 2 |
| <b>Outcome 3.6 - Recognize changing technologies and make informed choices about their appropriateness and use.</b>                                                                                  |  | 1 |
| <b>Standard 4 - Oral Communication</b><br>Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.                                                 |  |   |
| <b>Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication.</b>                                                                                                    |  | 3 |
| <b>Outcome 4.2 - Gather, evaluate, select, and organize information for the communication.</b>                                                                                                       |  | 2 |
| <b>Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion.</b>                                                                                              |  | 3 |
| <b>Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion.</b>                                                        |  | 3 |
| <b>Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.</b>                                                                                      |  | 1 |
| <b>Outcome 4.6 - Use competent oral expression to initiate and sustain discussions.</b>                                                                                                              |  | 1 |
| <b>Standard 5 - Critical Thinking</b><br>Apply critical thinking skills to effectively address the challenges and solve problems.                                                                    |  |   |

|                                                                                                                                                                                           |  |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|
| <b>Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information.</b>                                                                    |  | 1 |
| <b>Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem.</b>                                                                      |  | 2 |
| <b>Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses.</b>                                                                                      |  | 0 |
| <b>Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.</b>                                               |  | 0 |
| <b>Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.</b> |  | 2 |
| <b>Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence.</b>                                                                      |  | 0 |
| <b>Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions.</b>                                                                                        |  | 2 |
| <b>Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning.</b>                                                                                      |  | 0 |
| <b>Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.</b>                                                   |  | 2 |
| <b>Standard 6 - Creativity</b><br>Able to express originality through a variety of forms.                                                                                                 |  |   |
| <b>Outcome 6.1: Generate responses to problems and challenges through intuition and non-linear thinking.</b>                                                                              |  | 1 |
| <b>Outcome 6.2: Explore diverse approaches to solving a problem or addressing a challenge.</b>                                                                                            |  | 2 |
| <b>Outcome 6.3: Sustain engagement in activities without a preconceived purpose.</b>                                                                                                      |  | 2 |
| <b>Outcome 6.4: Apply creative principles to discover and express new ideas.</b>                                                                                                          |  | 2 |
| <b>Outcome 6.5: Demonstrate the ability to trust and follow one's instincts in the absence of external direction</b>                                                                      |  | 1 |
| <b>Outcome 6.6: Build upon or adapt the ideas of others to create novel expressions or new solutions.</b>                                                                                 |  | 2 |

### 33. Additional Information