



UNIVERSITY of HAWAII®
WINDWARD
COMMUNITY COLLEGE

CHW 101: Community Health Worker Fundamentals

3 Credits (CRN 63322)

Pu‘uhonua Program/Education Center Schedule

INSTRUCTOR: Heather Chapman, PsyD
OFFICE: Virtual Office- Zoom or Google Meets
OFFICE HOURS: Appointment
TELEPHONE: Pu‘uhonua Program **EMAIL:** hdc3@hawaii.edu
EFFECTIVE DATE: FALL 2022

Class Meetings and Locations: WCCC @ Wednesday’s 6:30pm-8:00pm

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Ko‘olau region of O‘ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

Identifies the roles that Community Health Workers play in Hawai‘i and the broader public health system and introduces the attitudes, skills and knowledge of the profession.

Lecture Hours: 3

Prerequisites: Placement into ENG 100X.

Activities Required at Scheduled Times Other than Class Times

All activities can be completed asynchronously during the Pu‘uhonua Program/Education Center Schedule.

STUDENT LEARNING OUTCOMES

Learning Outcome	Activities designed to meet that outcome
1. Develop communication and interpersonal skills through interactions with fellow students, clients, and professionals in the community.	Chapter 1 The Role of Community Health Workers Chapter 2 The Evolution of the Community Health Worker Field in the United States Self-advocacy communications throughout the course Synthesis of feedback and group participation.

2. Develop professional skills and identify best practices for use with various populations and in diverse human services settings.	Chapter 12: Stress Management and Self Care Final project Chapter 15: Promoting the Health of Formerly Incarcerated People Chapter 17: Promoting Healthy Eating and Active Living
3. Use critical thinking, problem solving, and research skills to evaluate the social conditions of vulnerable populations and identify potential advocacy strategies.	Chapter 3 Defining Health Chapter 4: Defining Health Inequality Chapter 5: Introduction to Health Care and Health Policy in the US Chapter 7: Cultural Humility Final Project - Bringing it all together

ASSESSMENT TASKS AND GRADING

Activity	Professional development for CHW	Points
Weekly Written Assignments	Written and typed assignments that pertain to the topics, lectures, and articles provided.	140
Self-Advocacy Communications	Effectively communicate in correspondence with the instructor to advocate for individual learner needs.	60
Final Project	Written or typed 10 page paper to describe the qualities, roles and responsibilities, and competency skills for a CHW. Presentation about how students will apply the knowledge they learned in the course to their future profession.	100
	Total points possible:	300

***Extra credit will be added on to total points

Final grades will be based on the following percentages of total possible points earned:

Grade Percentages	Points Earned
A 90-100%	300- 280
B 80-89%	280-260
C 70-79%	260-240
D 60-69%	240-220
F 0-59%	220<

COURSE CONTENT

Schedule of Reading and Assignments

CHW101	To Read/To Do	Assignment Due
Week 1	Introduction and Syllabus Review Read: Berthold, 2016. Chapter 1 Complete: Week 1 assignment	
Week 2	Read: Berthold, 2016. Chapter 1 & Chapter 2 Complete: Week 2 assignment	Week 1 Assignment
Week 3	Read: Berthold, 2016. Foundations for Community Health Workers Chapter 3 Complete: Week 3 assignment	Week 2 Assignment
Week 4	Read: Berthold, 2016. Foundations for Community Health Workers Chapter 4 Complete: Week 4 assignment	Week 3 Assignment
Week 5	Read: Berthold, 2016. Foundations for Community Health Workers Chapter 5 Complete: Complete: Week 5 assignment	Week 4 Assignment
Week 6	Read: Berthold, 2016. Foundations for Community Health Workers Chapter 6	Week 5 Assignment

	Complete: Week 6	
Week 7	Read: Berthold, 2016. Foundations for Community Health Workers Chapter 7 & Behavior Lesson Complete: Week 7	Week 6 Assignment
Week 8	Read: Berthold, 2016. Foundations for Community Health Workers Chapter 8 Complete: Week 8	Week 7 Assignment
Week 9	Read: Berthold, 2016. Foundations for Community Health Workers Chapter 9 Healthcare Association of Hawaii Community Health Needs Assessment (handout), 2018. Complete: Week 9	Week 8 Assignment
Week 10	Read: Berthold, 2016. Foundations for Community Health Workers Chapter 10 & 11 Complete: Week 10	Week 9 Assignment
Week 11	Read: Berthold, 2016. Foundations for Community Health Workers Chapter 12 Complete: Week 11	Week 10 Assignment

Week 12	Read: Berthold, 2016. Foundations for Community Health Workers Chapter 13 & 14 Complete: Week 12 assignment	Week 11 Assignment
Week 13	Read: Berthold, 2016. Foundations for Community Health Workers Chapter 15 Complete: Week 13 assignment	Week 12 Assignment
Week 14	Read: Berthold, 2016. Foundations for Community Health Workers Chapter 15	Week 13 Assignment
Week 15	Final Project Complete: Final Project	FINAL PROJECT

LEARNING RESOURCES



Required text:

Berthold, T. (Ed.). (2016). *Foundations for community health workers*. John Wiley & Sons.

ISBN-13: 978-1119060819

ISBN-10: 1119060818

Additional reading will be provided.

ADDITIONAL INFORMATION

- This course design takes a guided inquiry approach to the learning using visual and instructional support. The focus of the class will be on learning ways to find and collect information that supports you in bringing it together into a bigger picture (synthesis). Don't stress! The focus will be on learning the process, not getting the product perfect. Assignment directions are included in each assignment.
- All assignments and additional readings will be provided in printed format.
- Students should expect to spend approximately 9 hours per week on reading and assignments.
- MySuccess: Students may be referred for extra help or advising through MySuccess. Students can also explore resources at MySuccess.Hawaii.edu and windward.hawaii.edu/MySuccess

Course expectations

- Be respectful
- Be responsible
- Be prepared and engaged

I am committed to the creation and maintenance of an inclusive online/ and in person learning space. In my courses you will be treated with respect and dignity. I strive to provide individuals equitable opportunity to participate, contribute, and succeed. All students are welcome in my courses regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, veteran status, citizenship, nationality, and other diverse identities we each bring to class. Your success in my courses and beyond is enhanced by the innovation and creativity of thought facilitated by inclusive learning spaces. The success of such a space relies on the participation, support, and understanding of you and your peers. I encourage you to speak up and share your views. We all understand we are expected to engage respectfully and with regard to the dignity of others. If you have any questions or concerns please raise them in class or with me directly.

DISABILITIES ACCOMMODATIONS

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at (808) 235-7448, royinouy@hawaii.edu, or you may stop by Hale Kāko‘o 106 for more information.

SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, 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.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Jojo Miller, Confidential Advocate
Phone: (808) 348-0663
Email: advocate@hawaii.edu
Office: Hale Kāko‘o 110

Desrae Kahale, Mental Health Counselor & Confidential Resource
Phone: (808) 235-7393
Email: dkahale3@hawaii.edu
Office: Hale Kāko‘o 101

Karen Cho, Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: kcho@hawaii.edu
Office: Hale ‘Alaka‘i 120

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.

Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have

options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

ACADEMIC INTEGRITY

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

ALTERNATE CONTACT INFORMATION

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422

