



UNIVERSITY of HAWAII
WINDWARD COMMUNITY COLLEGE

Ke Kulanui Kaiāulu o ke Ko'olau

CHW 101: COMMUNITY HEALTH WORKER FUNDAMENTALS

SPRING 2026

3 Credits | CRN 63480

About Windward Community College

Mission Statement

‘O keia ka wā kūpono e ho‘onui ai ka ‘ike me ka ho‘omaopopo i kō Hawai‘i mau ho‘oilina waiwai. Aia nō ho‘i ma ke Kulanui Kaiāulu o ke Ko‘olau nā papahana hou o nā ‘ike ‘ake akamai a me nā hana no‘eau. Me ke kuleana ko‘iko‘i e ho‘ohiki ke Kulanui e kāko‘o a e ho‘okumu i ala e hiki kē kōkua i ka ho‘onui ‘ike a nā kānaka maoli. Na mākou nō e ho‘olako, kāko‘o a paipai i nā Ko‘olau a kō O‘ahu a‘e me nā hana no‘eau ākea, ka ho‘ona‘auao ‘oihana a me ka ho‘onui ‘ike ma ke kaiāulu— hō‘a‘ano a e ho‘oulu i nā haumāna i ka po‘okela.

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.

Instructor Information

Instructor: Frank Palacat

Office: Na‘auao 123

Phone: (808) 236-9209

Office Hours: Make an appointment at <https://www.star.hawaii.edu/appointment/>
MW 11:30am- 12:45pm; TR 10:00am-11:15am (Online via Zoom)

Email: palacatf@hawaii.edu

Zoom: <https://hawaii.zoom.us/my/palacatf>

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

Course Information

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.

Prerequisites: Placement into ENG 100X

Activities Required at Scheduled Times Other than Class Times

Read and write at the college level, basic computing and internet skills, and have a basic understanding of percentages and probability.

Student Learning Outcomes

As a result of taking this course, students can expect to attain the following outcomes:

1. Develop communication and interpersonal skills through interactions with fellow students, clients, and professionals in the community.
2. Develop professional skills and identify best practices for use with various populations and in diverse human service settings.
3. Use critical thinking, problem solving, and research skills to evaluate the social conditions of vulnerable populations and identify potential advocacy strategies.

Course Materials

Required

- Berthold, T. (Ed.). (2016). Foundations for community health workers. John Wiley & Sons.
ISBN-13: 978-1119060819
ISBN-10: 1119060818
Additional reading will be provided
- Regular access to a computer with internet (desktop or laptop).
 - Windward offers free laptop and WiFi hotspot check-out to students (first-come, first-served), as well as software and other tech discounts; see [Ka Piko Student Tech Support](#) for information.
 - UH Online provides an [online learning Readiness Activity](#) and an [Orientation to Online Learning](#) that Windward CC students may take to see if online learning is a good fit.

Recommended

- [D2L Brightspace Pulse App](#) (free download from app stores)

Lamakū Learning Management System (<https://lamaku.hawaii.edu/d2l/home>)

Learn about the Hawaiian meaning of the word “lamakū”: [Lamakū Pronunciation, Meaning, and Importance](#).

- [UHCC Lamakū Student Resources](#) (how-to videos)
- Contact [UH ITS](#) for 24/7 Lamakū assistance.
- [Keeping Accessibility and UDL in Mind](#)
- If you find any course content that needs remediation and/or updating, please kindly share and I will immediately work to make the content accessible.
- Lamakū courses will appear 5 days before the first day for the academic term and will become inactive (no longer be available to access) 3 weeks after the end of the term. Be sure to save any coursework you may need from Lamakū *during* the term.
- Lamakū automatically logs you out *if it does not detect activity for three hours*. A warning message will appear, notifying you of the lack of activity. Activity is defined as clicking a button in Lamakū, such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

Other Technology

D2L Brightspace, the parent company of Lamakū, recommends users choose the latest versions of [Google Chrome](#), [Mozilla Firefox](#), [Microsoft Edge](#), or [Apple Safari](#) as their internet browser.

We recommend that students update their internet browser at the start of each term, search how to allow pop-up windows, adjust their cookies, and clear device history. Also, fully restart your computer and/or device from time-to-time to optimize performance.

Review the privacy/security policies before using the technologies we will be using in this class. Contact me if you would like to discuss the use of alternate options or technologies.

- [Google Sheets](#) is used to create assignment and reference worksheets ([accessibility statement](#), [privacy policy](#))
- [Google Docs](#) is used to create the Course Design Document and rubrics ([accessibility statement](#), [privacy policy](#))
- [Kahoot!](#) is used for review activities ([accessibility statement](#), [privacy policy](#))
- [Flip](#) is used for some of the discussion activities ([accessibility statement](#), [privacy policy](#))
- [Padlet](#) is used for some of the discussion activities ([Padlet Accessibility Statement](#), [Padlet privacy policy](#))
- [Quizlet](#) is used for interaction (accessibility statement not provided, [privacy policy](#))
- [YouTube](#) is used for delivering some of the course content ([accessibility statement](#), [privacy policy](#))
- [Zoom](#) is used for the Synchronous Sessions and virtual office ([accessibility statement](#), [privacy policy](#))

Participation Verification

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with Executive Policy 7.209, all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

Grading Policy

Assessment, Tasks, and Grading

A. PARTICIPATION (10%, 100 points of total grade):

Each student will be expected to participate each week. Activities are designed to complement information in the text. Optimal learning will require preparation through reading and processing, and then sharing the work product or information in class or online class forums. It is important to **plan ahead** to make certain you complete the work required to be done outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities with weekly deadlines, there are no make-up opportunities for these activities.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student to contribute to the interactive learning that is an important part of every course. **To receive credit** for participation, each student will need **to participate, on time**.

B. CHAPTER REVIEWS (30%, 300 points of total grade):

Complete 20 of the 23 Chapter Reviews found at the end of each chapter.

C. CHAPTER REFLECTIONS (30%, 300 points of total grade):

Complete reflections for each chapter. This aspect of the course should be taken seriously! This activity is to aid the student in developing a comprehensive understanding of the Community Health Worker Fundamentals through meaningful and personal experience, while completing college level literary writing. Your work quality and professional presentation is expected to be at college level performance. To be successful in this segment of the course, students need to start early and work each week to complete required postings.

For EACH CHAPTER: Read the assigned chapter in full. Write a **MINIMUM 300 (5pts)** words reflection. Your reflection should demonstrate your interest and understanding of any select term(s), theory(s), or concept(s) you choose & apply them to real life. by completing the following criteria:

1. **(5pts)** Describe/Define technically, according to your text but summarized in your own words, **THREE (3) NEW** things that you learned and found interesting; things you **DID NOT** know before reading the chapter.

2. (5pts) Pick at **least ONE** of the three from above and, detail how this information will be helpful to you in the future.
- How can you potentially use this new information in your life?
 - With whom?
 - In what type of situation(s)?
 - How might this information change your behavior or thought process now, vs How you have/might have behaved/thought without this knowledge?

D. QUIZZES (30%, 300 points of total grade):

Complete 20 of 23 chapters (15pts) quizzes covering assigned readings, class activities, discussions, Lectures, videos, handouts, assignments, etc.

Do not miss quizzes. Fairness in assessing depends on students having equal preparation opportunities. Consequently, make-up quizzes will be allowed in the event of an emergency, the instructor must be notified **IN ADVANCE** of the performance, unless impossible. If the instructor is not notified of the emergency prior to the quiz, and/or appropriate documentation of proof of emergency is not provided, the student will receive a zero for that quiz.

Routine appointments are not emergencies and should be scheduled outside of time needed to complete course requirements. In case of emergencies, it is the responsibility of the student to contact the instructor before class begins, for the student to avoid penalty

Tentative Course Schedule

<u>Week</u>	<u>Date</u>	<u>Chapter Readings</u>	<u>Class Activity</u>	<u>Due Reviews and Reflections</u>
1	Jan 12	Introductions		
	14	CH. 1	Roles, Competencies, and Characteristics of CHWs	Ch 1: Review / Reflection
2	21	CH. 2	Drawing Your Path to Becoming a CHW	Ch 2: Review / Reflection
3	26	CH. 3	Comparing Public Health and Medicine	Ch 3 Review / Reflection
	28	CH. 4	Promoting Health Justice	Ch 4: Review / Reflection
4	Feb 2	CH. 5	Poverty and Public Assistance Program Eligibility	Ch 5: Review / Reflection
	4	CH. 6	Introduction to Cultural Humility	Ch 6: Review / Reflection
5	9	CH. 7	Ethics and Boundaries	Ch 7: Review / Reflection
	11	CH. 8	Case study: Overview of an Initial Interview	Ch 8 Review / Reflection
6	16	CH. 9	Key Concepts and Skills for Client-Centered Counseling	
	18	CH. 9	Client-Centered Counseling and the Use of the Motivation scale	Ch 9 Review / Reflection
7	23	CH. 10	Case study of Simone	
	25	CH. 10	Assessing strengths and Priorities	Ch 10 Review / Reflection
8	Mar 2	CH. 11	Introduction to Home Visiting	Ch 11 Review / Reflection
	4	CH. 12	Key Concepts for stress Management	Ch 12 Review / Reflection
9	9	CH. 13	Review of key concepts for conflict resolution	
	11	CH. 13	Switching the frame for Viewing Conflict	Ch 13 Review / Reflection

10	23	CH. 14	Providing and Receiving Constructive Feedback	Ch 14 Review / Reflection
	25	CH. 15	Re-entry obstacle Course	Ch 15 Review / Reflection
11	30	CH. 16	Review of Depression as a Chronic Condition	
	Apr 1	CH. 16	Medications Management Role Play	Ch 16 Review / Reflection
12	6	CH. 17	Values Clarification	
	8	CH. 17	Video Discussion and Role Plays on Weight and Health	Ch 17 Review / Reflection
13	13	CH. 18	Defining Trauma	
	15	CH. 18	The Process of Healing from Trauma	Ch 18 Review / Reflection
14	20	CH. 19	Health Outreach and Safety Issues	Ch 19 Review / Reflection
	22	CH. 20	Learning Styles	Ch 20 Review / Reflection
15	27	CH. 21	Review of Key Concepts for Group Facilitation	
	29	CH. 21	Group Facilitation Practice	Ch 21 Review / Reflection
16	May 4	CH. 22	Introduction to Community Diagnosis	Ch 22 Review / Reflection
	6	CH. 23	Creating a Community Organizing strategy	Ch 23 Review / Reflection

Academic and Technical Support

Academic Support

- [Windward Community College Library](#)
- [Library eResources](#)
- [Library Research Units \(LRUs\)](#)
- [Ka Piko Tutoring Services: Math Lab, Speech Lab, Writing Lab, 'Ōlelo Hawai'i Lab](#)
- [Online Learning at Windward Community College](#)
- [STAR Balance](#)

Technical Support

- [UH ITS Help Desk](#): email help@hawaii.edu or call (808) 956-8883 (or 1-800-558-2669) for Lamakū and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support: email winhelp@hawaii.edu, call (808) 235-7437, or stop by in person at Hale La'akea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Lamakū: Click on the [Lamakū Help](#) link in the menu bar at the top of the Lamakū homepage to fill out and submit a question and get your answer via email.
- [Information Security for Students](#)

College Policies & Support Services

Your instructor may also provide additional resources in your Lamakū course.

Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the [UH System Basic Needs](#).

Disabilities Accommodations Statement

Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

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

Financial Aid

If you are receiving financial aid and are contemplating not completing the course it is highly recommended that you contact the Financial Aid Office at (808) 934-2712 or email them at wccfao@hawaii.edu **BEFORE** you withdraw to discuss the impact this decision may have on your financial aid eligibility.

LGBTQ+

The University of Hawai'i system and Windward Community College are committed to building an inclusive community that supports and advocates for all students, staff, and faculty. We welcome all members of our campus community to our campuses: transgender, māhū, and people of all gender identities. All members of our campus community deserve a work and educational environment free from harassment or bullying based on their sexual orientation, gender identity, or expression. For more information, see the [University of Hawai'i Commission on LGBTQ+ Equality](#). Windward Community College Commissioner: Scott Sutherland, scottjks@hawaii.edu

Mental Health Counseling

Mental Health and Wellness at Windward Community College provides counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at [WCC Mental Health & Wellness](#).

Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment

at Windward Community College, they have placed themselves under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the [Student Conduct Code](#) are available at the Office of the Vice Chancellor for Student Affairs.

TRiO Program

The Federal TRiO Programs are educational opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRiO includes six outreach and support programs targeted to serve and assist low-income, first-generation college students and students with disabilities in progressing through the academic pipeline from middle school to post-baccalaureate programs. Information about services can be found at [Windward CC TRiO](#).

Title IX - Sex Discrimination And Gender-Based Violence Resources

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:

Desrae Kahale, UH System Confidential Advocate
Phone: (808) 235-7393
Email: advocate@hawaii.edu
Office: Hale Kāko'o 101

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

Mykie E. Menor Ozoa-Aglugub, J.D., Title IX Coordinator
Phone: (808) 235-7468
Email: mozoa@hawaii.edu
Office: Hale Kāko'o 109

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, refer to the University's [Title IX](#) resources, and the University's Policy, [EP 1.204](#).

UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit [UH Alerts](#) for more information.