Chaminade University Honolulu
3140 Waialae Avenue, Honolulu, HI 96816
www.chaminade.edu

Course Number:	NUR 812
Course Title:	Transforming Healthcare Through Innovation and Technology
Department Name:	School of Nursing and Health Professions
College/School/Division:	School of Nursing and Health Professions
Term:	Summer 2023
Course Credits:	3
Class Meeting Days/Hours:	Online, asynchronous
Class Location:	Online
Instructor Name:	Carolyn Masengale, DNP, RN, NEA-BC
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Phone:	317-716-1267
Office Location:	online

Office Hours: By Appointment (in person, zoom, phone)
Time Zone:

University Course Catalog Description

This course will examine the principles of effective information and communication systems with a focus on evaluating and using emerging technologies in innovative clinical practice and healthcare management. The ethics behind the changing role of technology, the barriers to implementation and utilization of technology in the clinical setting will be explored.

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 (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

DNP Program Learning Outcomes (PLO)
Upon completion of the DNP program:

PLO Concepts	The DNP Graduate Will:
1. Knowledge for Nursing Practice	*Integrate* nursing science with knowledge from biophysical, psychosocial, analytical, ethics, and organizational sciences as the basis for advanced practice nursing using new approaches to care delivery.
2. Systems-Based Practice, Quality, and Safety	*Create and lead* high-quality and safe nursing care in a complex global health care environment
3. Scholarship for Nursing Practice	*Create and disseminate* knowledge in evidence-informed practice.
4. Information Systems and Patient Healthcare Technologies	*Evaluate* emerging technologies for their ability to improve health care outcomes.
5. Person-Centered Care	*Evaluate* health policy and advocate for social justice and access to health care, especially for Hawaiʼian and Pacific Islanders and other unique populations.
6. Interprofessional Partnerships	*Create* collaborative interprofessional relationships to improve patient and population health outcomes with an emphasis on select populations, including Hawaiʼian and Pacific Islanders.
7. Population Health	*Evaluate* the social, cultural, and environmental dimensions of population health in practice patterns/systems.
8. Advanced Practice Nursing Professionalism; Personal, Professional, and Leadership Development	Independently *assess, diagnose, treat, and manage* culturally diverse populations.

Course Learning Outcomes (CLO) and Alignment

Upon completion of NUR 812, the student will:

NUR 812 Transforming Healthcare through Innovation and Technology		
CLOs	Links to PLOs	Method of Measurement
1.Evaluate emerging technologies for their ability to improve health care outcomes.	2, 4	Discussion Board on new approaches to health care delivery, technology and health care outcomes
2.Explain why technology is essential to long-term goals to reduce healthcare costs and improve quality.	4	Discussion Boards and Signature assignment on a new technology proposal
3.Describe information technology trends initiated by patients.	4	Discussion Boards and Synchronous class discussions with Technology leaders (4)
4.Analyze social media and explore its significance and implications in relation to health and healthcare.	4	Discussion Board assignments on social media and implications for healthcare
5.Assess cyberattack threats as related to healthcare.	4	Discussion of synchronous class session with Cyber security Leader

Required Learning Materials

Nursing Informatics for the Advanced Practice Nurse: Patient Safety, Quality, Outcomes and Interprofessionalism, 3rd edition.(2022) By McBride and Tietze (Springer)

Teaching / Learning Strategies:

This course is online. Online learning resources, discussion forums, individual and small group work, case studies, application assignments, and independent study are teaching-learning strategies that may be utilized in this course. Students are expected to take an active role in their learning process through reading, research, online discussions, and sharing enriching experiences. Review and synthesis of articles, databases, books, web-based content, and scholarly papers. Virtual Synchronous Class (also offered as a recording). Virtual synchronous Stakeholder Presentation.

Attendance and Participation

Regular online attendance and participation/engagement is expected for student success. Therefore, students are expected to attend every class, arrive on time for any scheduled synchronous activities, complete all assigned readings, actively participate in class discussions, complete all class assignments, and always behave appropriately and professionally. Online participation is evident through posting to a discussion board, wiki, virtual office, or classroom meeting, drop box submissions, attending virtual seminars, completing real-time activities or quizzes, and/or other course-related activities (synchronous or asynchronous). Failure to meet attendance and participation expectations may result in grade reduction, remediation requirements, or administrative withdrawal from the course.

Assignments
Students must complete all assignments to achieve a passing grade in this course.

Online Class Discussion Board (DB):
Discussion board assignments allow students to reflect thoughtfully and exchange ideas on the topics covered in this course. Students will interact on discussion boards during select identified weeks during the term. Each discussion board assignment will have an identified question or prompt. Each student must reply in an initial thread post and then continue in the discussion of the topic with a minimum of two response posts to student peers and/or course faculty. All postings should be substantive and graded based on the provided discussion board rubric.

DB General Guidelines:
- Read through the entire discussion board question or prompt before making your initial thread post. Many topics are broken down into multiple components, each of which must be addressed in your initial reply.
- Be constructive and substantive in your posts and peer feedback. Use an example from the original post to build on, use examples from your current workplace or work experience, stimulate further discourse by asking questions when responding to your peers.
- Use good netiquette. Although there is a minimum of three substantive posts to discussion boards, each student should consider replying to any and all questions posed to them by peers or faculty; just as you would in a live conversation.
- Support your work. You must have a minimum of four citations for every post. Citations should include your course textbook or other supplied course resources, as well as other high-level evidence. At least two citations should be from sources not provided in course resources. Citations should follow APA 7th edition formatting.
- Be sure to post on time (see posting requirements below). Late postings limit the depth of the discussions and make it difficult for peers to provide timely feedback to you. *Late posts will have a 5-point deduction per day up to 48 hours after the due date. Posts more than 48 hours late will receive 0 credit for the assignment.*

DB Posting Requirements:
- Initial Thread Post is due by 11:59 pm on TUES of the week. This post must be a minimum of 250 words unless otherwise specified.
- Response Post #1 is due by 11:59 pm on THURS of the week. This post can incorporate responses to any initial thread post from one of your peers or in reply to a question or comment from one of your peers or course faculty who commented on your initial thread post.
- Response Post #2 is due by 11:59 pm on SAT of the week. This post can incorporate responses to any initial thread post from one of your peers or in reply to a question or comment from one of your peers or course faculty who commented on your initial thread post.

Evaluation Methods and Grading Scale
Students must achieve a final grade of B or higher to pass this course. As per the Chaminade University Graduate Catalog, students who fail a course (i.e., receive a grade of C, F, or NC) must repeat the course within 12 months and receive a CR or a grade of B or higher.

Evaluation Method	% of		Grading Scale*

	Total Grade	
Discussion boards (12 at 5 points each) 5% each	60	**A** = 90-100 %
Virtual Synchronous Class Participation (or discussion of recording of class) 4 at 5 points each	20	**B** = 80-89%
Final Presentation	20	**C** = Below 80% and a failing course grade.
TOTAL	**100%**	

*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.

Late Work Policy
It is expected that assignments will be submitted on time. Late assignments will be subject to a deduction of 5% per day. No late assignments will be accepted after 48 hours. Extensions on writing assignments are not provided unless prior arrangements have been made with faculty at least a week prior to the assignment due date or unless there are extenuating circumstances. Requests made within the week prior to the due date will not be granted unless there is an emergency.

Grades of "Incomplete"
An *Incomplete* grade is granted at the discretion of the faculty of record and must be aligned with the University policies. Receiving an "Incomplete" for a nursing course that is a prerequisite for a forthcoming nursing course must be completed prior to the start of the new course.

Writing Policy
All written assignments should be formatted to APA 7th edition standards and must be submitted as MS word documents. No google docs, pdf, pages, or other formats will be accepted. Use the following format for naming your assignments: lastname(s).assignmentname

Instructor and Student Communication
Questions for this course can be emailed to the instructor and must be sent using your Chaminade email. Online and phone conferences can also be arranged. Response time is usually within 24 hours, but weekends and University holidays may extend response time.

Online Course Guidelines
Chaminade uses Canvas as the online learning management system (LMS) platform. Please review the Student Tutorial located on the Canvas course dashboard regarding instructions on accessing and submitting materials and assignments. If you are unable to find answers using the student tutorial, you may also contact the assigned faculty with questions regarding course navigation.

Students should follow standard Netiquette guidelines, including but not limited to using the same common

courtesy, politeness, and appropriate online behaviors as would be used in a face-to-face environment.

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 ʻIke: 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 ʻIke Coordinator at (808) 739-8305 for further information (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.

Academic Conduct Policy
Any community must have a set of rules and standards of conduct 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 Chaminade University of Honolulu Student Handbook and the DNP 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 Program Catalog 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 Chaminade University of Honolulu Student Handbook and DNP Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty of the School of Nursing and Health Professions at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Students may be asked to submit course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

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 student 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.

Technology

A computer with the following technology is required in order to complete courses in the DNP Program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Installation of proctoring software may be required.

Course Website:

Provide the link to your Canvas course site here. All course evaluations will be conducted via Canvas, so even if you are teaching face-to-face courses, your students will have to access the site.

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 or call (808) 735-4855

Library: The Sullivan Family Library link is available on the CUH website: http://www.chaminade.edu/library Phone: (808) 735-4725. Krystal Kakimoto, dedicated SONHP librarian: krystal.kakimoto@chaminade.edu

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 ʻIke: 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 ʻIke'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 ʻIke at tutoring@chaminade.edu or 808-739-8305.

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 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.

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.

Course Schedule
Course content may vary from this outline at the discretion of the instructor to meet the needs of each class.

Week/ Module		Readings	Assignments and Class Exercises
1	**Chapter** 1 **Chapter** 2	Introduction to Health Information Technology in a Policy and Regulatory Environment Advanced Practice Roles, High Performing Interprofessional Teams, and Interprofessional Team for Health Informatics (IT-Hi) Model	**Videos/ Podcasts** 1. Watch https://www.youtube.com/watch?v= zrW3-yzWt5Q **Assignments** 1. Read the assigned chapters and review the PowerPoint Presentations for Chapter 1 and 2 in your textbook. 2. Watch the TedTalk 3. Create a video introduction and post it in the Discussion Board per the guidelines. Respond to your peers introductions using the Discussion Board Guidelines. **Discussion Board: # 1**
2	**Chapter** 4 **Chapter** 5		**Videos/ Podcasts** Watch the " know your why" video https://www.google.com/search?q=connect +to+your+why+video+michaek&oq=connect+ to+your+why+video+michaek&aqs=chrome.. 69i57j33i10i160l4.12573j0j7&sourceid=chro me&ie=UTF-8#kpvalbx=_RlJ1YvzrGsDIkPIPzM- kyAU13 (Links to an external site.) **Assignments** 1. Read the assigned chapters and review the PowerPoint Presentations for Chapters 4 & 5 in your textbook. 2. Choose a question to discuss in this week's discussion board. **Discussion Board: # 2**
3	**Chapter** 6 **Chapter** 7	Computers in Health Care Electronic Health Records and Point-of Care Technology	**Videos/ Podcasts** **https://www.youtube.com/watch?v=noiKR_ yWniU** **https://www.youtube.com/watch?v=aOnDd QR-u6I**

Week/ Module		Readings	Assignments and Class Exercises
			Assignments 1. Read the assigned chapters and review the PowerPoint Presentations for Chapter 6 and 7 in your textbook. 2. Watch the TedTalks 3. Answer the Discussion Board prompt per the guidelines. **Discussion Board: # 3**
4	**Chapter 8**, **Chapter 9**		**Videos/ Podcasts** **Watch the YouTube Video on the 5 why's** https://www.youtube.com/watch?v=BEQvq9 9PZwo (Links to an external site.) **Assignments** 1. Read chapters 8 & 9 and post in the discussion board following the discussion board guidelines. **Discussion Board: # 4**
5	**Chapter 10** **Chapter 11**	**Synchronous Class Session # 1**	**Videos/ Podcasts** **Watch Ted Talk** o **https://www.ted.com/talks/to m_wujec_got_a_wicked_probl em_first_tell_me_how_you_m ake_toast** **Assignments** 1. **Discuss:** Post your question from week 4 readings for our guest lecturer. 2. **Demonstrate:** attend the synchronous class and actively participate! **Discussion Board: # 5**
6	**Chapter 13**	Public Health Data to Support Health	**Videos/ Podcasts**

Week/ Module		Readings	Assignments and Class Exercises
		Communities in Health Assessment Planning	**None** **Assignments** 1. **Read:** Chapters 13 2. **Review:** Module Lecture Presentation 3. **Discuss:** Join your classmates in a Group Discussion **Discussion Board: # 6**
7	**Chapter 15** **Chapter 16**	Personal Health Records and Patient Portals Telehealth and Mobile Health	**Videos/ Podcasts** **None** **Assignments** 4. **Read:** Chapters 15 & 16 5. **Review:** Module Lecture Presentation 6. **Discuss:** Join your classmates in a Group Discussion **Discussion Board: # 7**
8	**Chapter 17** **Chapter 18**		**Videos/ Podcasts** **Assignments** 7. **Read:** Chapters 17 & 18 8. **Review:** Module Lecture Presentation 9. **Discuss:** Join your classmates in a Group Discussion **Discussion Board: # 8**
9	**Chapter 19**	Clinical Decision Support Systems	**Videos/ Podcasts** **Assignments** 1. **Read:** Chapter 19 2. **Review:** Module Lecture Presentation 3. **Watch:** https://www.youtube.com/watch?v=nB05_QbPS0A 4. https://www.youtube.com/watc

Week/ Module		Readings	Assignments and Class Exercises
			h?v=gaEW0fQGmnc 5. **Discuss:** Join your classmates in a Group Discussion **Discussion Board: # 9**
10	**Chapter 25**	Genomics and Implications for Health Information Technology (Topol video)	**Videos/ Podcasts** 1. Watch the Inversion of Medicine Ted Talk by Dr. Eric Topol. https://www.youtube.com/watch?v=y9nS1b7ifSE https://www.youtube.com/watch?v=ZjWv8gxzTrE **Assignments** 1. **Read** Chapter 25 and review the PowerPoint Presentations for Chapter 25 in your textbook. 2. **Read** the Case Study and Answer the questions. These will not be turned in but you may want to use them as part of your discussion board. 3. **Discuss:** Join your classmates in a Group Discussion **Discussion Board: # 10**
11	**Chapter 26**	**Synchronous Session # 2**	**Videos/ Podcasts** **None** **Assignments** 1. **Review: Chapter 26** Lecture Presentation 2. **Read:** Chapter 26 in your textbook 3. **Attend the virtual synchronous class on July 28th at 5:30 pm.**

Week/ Module		Readings	Assignments and Class Exercises
12	**Chapter 27**	**Synchronous Session # 3**	**Videos/ Podcasts** **Assignments** 1. **Review: Chapter 27** Lecture Presentation 2. **Read:** Chapter 27 in your textbook 3. **Discuss:** 4. **Attend the virtual synchronous class on July 28th at 5:30 pm**
13	**Chapter 28**	Social Media: Ongoing Evolution in HealthCare Delivery	**Videos/ Podcasts** **Assignments** 1. **Review:** Module Lecture Presentation 2. **Read:** Chapter 1 in your textbook 3. **Discuss:** Join your classmates in a Group Discussion regarding... 4. **Demonstrate:** Work individually to create a presentation on.
12	**Chapter 29** **Chapter 14**		**Videos/ Podcasts** **None** **Assignments** 1. **Review:** Module Lecture Presentation **2.** **Read:** Chapters 14 and 29 in your textbook
13		**Summary and** **Synchronous Class # 4** **Presentations of Projects**	**Videos/ Podcasts** **Assignments** **Presentation of Projects**

PLEASE NOTE:
While every attempt has been made to prepare this syllabus and class schedule in final form, it may be necessary for the course leader to make changes as may be deemed essential to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email and/or Canvas announcements of any changes. It is recommended that you check your email and the course Canvas site frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.

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