Course Syllabus

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

Course Number:	HC 304
Course Title:	Telehealth
Department Name:	School of Nursing and Health Professions
College/School/Division:	School of Nursing and Health Professions
Term:	Fall 2023
Course Credits:	3
Class Location:	Online
Instructor Name:	Liane E. Higa, MS, CCC-SLP
	Adjunct Professor
Email:	liane.higa@chaminade.edu
Phone:	(808) 451-6781
Office Location:	Virtual Office
Office Hours:	By appointment only

University Course Catalog Description

This course explores the theory, impact, and application of telehealth. Healthcare settings and populations that could benefit from telehealth will be identified. Advantages and disadvantages of telehealth usage in healthcare environments will be discussed.

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 ('Ōlelo 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

Course Learning Outcomes (CLO)

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

1. Describe the theory, impact, and application of telehealth on priority population(s), assess their capacity for utilizing telehealth, and develop recommendations based on these assessments.
2. Demonstrate how the theory, impact, and application of telehealth may be implemented in the delivery of health education and promotion strategies in a priority population(s).
3. Demonstrate the advantages and disadvantages of telehealth in generating evidence-based data products that support decision-making and inform resource allocation to better design health promotion interventions.
4. Identify successful interventions/strategies that utilize telehealth for health promotion and health education activities in priority populations. Address the advantages and/or disadvantages in implementing such strategies.
5. Apply the theory, impact, and application of telehealth that articulates a level of understanding to all participating stakeholders and the public in the identified priority population.

Program Learning Outcomes (PLO)

1. Evaluate behavioral and non-behavioral variables, through community health assessment and health coaching activities that contribute to morbidity, mortality, and their impact on the social determinants of health in priority populations.
2. Apply the core principles, measurements, and methodologies of community public health to diverse, priority populations through the application of community-based health promotion programs.
3. Analyze healthcare data using statistical, epidemiological and data visualization techniques, to generate data products that support decision-making to inform resource allocation and health promotion interventions.
4. Develop evidence-based health promotion and health education programs in collaboration with interdisciplinary community partners.
5. Utilizing the Marianist value of service, justice and peace; support community partners in addressing health, economic, and social inequities in 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 #1 & 4)
- Area III: Implementation (CLO #2 & 4)
- Area IV: Evaluation and Research (CLO #3)
- Area V: Advocacy (CLO #5)
- Area VI: Communication
- Area VII: Leadership and Management
- Area VIII: Ethics and Professionalism

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.

Required Textbook
Gogia, S. (2019). *Fundamentals of Telemedicine and Telehealth* (1st ed.). Academic Press. ISBN-13: 978-0128143094.

Resources regarding Health and Multi-cultures
Please check "Resource" tab on Canvas course shell.

Technical Assistance for Canvas Users
- Search for help on specific topics at Canvas Students
- 24/7/365 Live chat with Canvas support for students
- Canvas Support Hotline for students: (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

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, match, 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. TutorMe 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.

Assessment

Grades for this course will be based on the following:

- **Reading Reflections:** Reading reflections will provide an opportunity to share insights gained from the weekly readings and promote discussion among your peers. In addition to sharing what you learned, you will be required to thoughtfully respond to your classmates' postings.
- **Current Event/Resource Sharing:** Throughout the course, students will share a current event or resource that connects telehealth to the real world.
- **Exams:** Exams will be created to reflect both the Program Learning Outcomes (PLO) and Course Learning Outcomes. Exams will include a combination of multiple choice, short answer, and essay questions.

Course Grading Percentage Equivalents

Assignments	Points
Reading Reflections (~10-25 points per week)	180
Current Event/Resource Sharing	50
Exam 1	50

Exam 2	20
TOTAL	**300 Points**

Grading Scale

- A = 90-100% (270 – 300 points)
- B = 80-89.99% (240 – 269 points)
- C = 70-79.99% (210 – 239 points)
- D = 60-69.99% (180 – 209 points)
- F = below 60% (0 – 179 points)

Course Policies

Late Work Policy

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 format in Canvas or Drive or the assignment is considered late. Assignments are due Sunday at 11:59 pm. Assignments posted at 00:00 am on Monday are considered late.

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's "Grade of Incomplete" policy in the student handbook.

Writing Policy

All written assignments, unless otherwise stated in the directions or a template is provided, must be submitted in Word docx using APA format. Documents submitted in incorrect format will be considered late. Please review late work policy.

Instructor and Student Communication

Questions for this course can be emailed to the instructor at liane.higa@chaminade.edu. Online and/or phone conferences can be arranged. Response time may take place up to 24-48 hours Monday-Friday during business hours only. For immediate response, you can send a text message via (808) 451-6781 for any emergency. Please specify your full name and course info.

Cell phones, tablets, and laptops

Out of consideration for your classmates, please set your cell phone to silent mode during a synchronous class, if applicable. 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

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

Refer to the Chaminade Undergraduate Catalog for the University's Attendance policy.

Student Conduct Policy

Refer to the Chaminade Undergraduate Catalog for the University's Student Conduct policy.

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 a minimum of 45

hours of engagement, regardless of varying credits, duration, modality, or degree level. 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. Terms that have alternate lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

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.

How This Course Meets the Credit Hour Policy

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 7.5 hours in class (Canvas), 3.5 hours each for 5 assignments (17.5 hours), 4 hours each for 5 discussions (20 hours), 3 hours each for 3 current events/resource sharing tasks (9 hours), 3 hours studying for and taking exam 1, and 3 hours studying for and taking exam 2. There will be an additional 75 hours of work required beyond what is listed here (course readings, researching, studying, etc.) averaging 5 hours each week.

1. Time spent on key assessments including study time
   a. Canvas 30 mins/wk x 15 wks = 7.5 hrs
   b. Reading Reflections
       i. Assignments 3.5 hrs per wk x 5 wks = 17.5 hrs
      ii. Discussions 4 hrs per wk x 5 wks = 20 hrs
   c. Current Event/Resource Sharing 3 hrs per wk x 3 wks = 9 hrs
   d. Exam 1 - 1 hr + 2 hrs studying time = 3 hrs
   e. Exam 2 - 1 hr + 2 hrs studying time = 3 hrs
2. Additional time each week (e.g., reading, studying, homework)
   a. 5 hrs per wk x 15 wks = 75 hrs

Tentative Course Schedule

Week	Topics	Readings/Assignments
Week #1	Introductions & Course Overview	Syllabus
	Overview	Chapter 1
	Rationale, History, and Basics of Telehealth	Chapter 2
Week #2	Management of Patient Healthcare Information	Chapter 3
Week #3	Technology Considerations	Chapter 4
Week #4	Platforms for Collaborative Process	Chapter 5
Week #5	Patient-Centered Care	Chapter 6
Week #6	Maintaining and Sustaining a Telehealth-Based Ecosystem	Chapter 7
Week #7	**Exam #1**	
Week #8	Tele-education	Chapter 8
Week #9	Telesupport for the Primary Care Practitioner	Chapter 9
Week #10	Telecare within Different Specialties	Chapter 10
Week #11	Telecare During Travel and for Special Locations	Chapter 11
Week #12	Mobile Health (mHealth)	Chapter 12
Week #13	Telemedicine: Medicolegal, Ethical, and Regulatory Issues	Chapter 13
Week #14	Disruptive Technologies: Present and Future Worldwide Initiatives	Chapter 14 Chapter 15
Week #15	**Exam #2**	

Please Note:

While every attempt has been made to prepare this syllabus and class schedule in final form, it will be the course coordinator's prerogative to make any changes as may be deemed necessary in order to meet the learning outcomes of the course. Students will be notified in writing via Chaminade email of any changes. It is recommended that you check Chaminade email and course site including the clinical hub for students in Canvas frequently for announcements. A syllabus is a contract between the university and the students. All students will be held responsible to read, understand, and clarify the content within this document.