Chaminade University

Chaminade University Honolulu
School of Nursing and Health Professions

HC 304 Telehealth

Online Asynchronous

Credits: 3   Section: -   Term: Fall 2024

Instructor Information

Instructor: Liane E. Higa, MS, CCC-SLP
Email: liane.higa@chaminade.edu
Phone: (808) 451-6781
Office Location: Virtual Office
Office Hours: By appointment only

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 to emails may take place up to 24 hours Monday-Friday during business hours. For a quicker response, text (808) 451-6781. I am located in PST (2-3 hours ahead of HST) and will respond to texts much quicker than email.

School & Department Information

School of Nursing and Health Professions

Office Location: Henry Hall, Room 110
Phone: (808) 739 - 4813

If you have questions regarding the School of Nursing and Health Professions, reach out to your Instructor or the School of Nursing and Health Professions.

Course Description & Materials

Catalog Course 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.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, 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

Required Materials

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

A laptop computer or iPad with Canvas, Google applications, an internet browser, and Zoom are required for efficiently running a virtual format of lecture and virtual meeting. It is essential you maintain your updates on your computer programs and applications. There are multiple online modules, and we will be doing many things in class using Canvas, Google applications, and the internet which require computer and internet access. Both exams are via computer.

Canvas (https://chaminade.instructure.com)

Canvas is a web-based learning management system, or LMS. It is used by learning institutions, educators, and students to access and manage online course learning materials and

communicate about skill development and learning achievement. You will use canvas to get your weekly assignment, keep track of your grades, and turn in your work.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of HC 304, the student will be able to:

1. Utilize public health concepts to assess major health-related needs of diverse populations, addressing social determinants of health, and factors that contribute to morbidity and mortality through the design and development of interventions that promote health equity and reduce disparities.
2. Utilize evidence-based approaches to evaluate program outcomes and inform decision-making processes that prioritize service, justice, and peace in public health practice, while emphasizing the importance of using data and research to drive impactful, equitable, and sustainable public health interventions.
3. Analyze public health data using statistical, epidemiological and data visualization techniques, to generate products that support communication and decision-making related to public health interventions.
4. Investigate basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.
5. Develop innovative sustainable public health strategies that address complex challenges, promote equity, and contribute to the achievement of the United Nations Sustainable Development Goals (SDGs), while fostering sustainable development practices locally and globally.

Course Learning Outcomes (CLOs)

Upon completion of HC 304, the student 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.

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, and integrity of creation.
5. Educate for adaptation and change.

In HC 495, we strive to provide you with a quality education through the lens of the Marianist value of service, justice, and peace. The following attitudes, skills and knowledge related to social justice are expected in this course:

1. Demonstrate the professional standards of moral, ethical, and legal conduct.
2. Assume accountability for personal and professional behaviors.
3. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.
4. Reflect on one's own beliefs and values as they relate to professional practice.
5. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.
6. Act to prevent unsafe, illegal, or unethical care practices.
7. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.

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 ʻOlelo Noʻeau (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 (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (ʻOhana) 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

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Vaues	x	x	x	x	x
PLOs	x	x	x	x	x
Native Hawaiian Values	x	x	x	x	x
Gen Ed Learning Outcomes (if applicable)					

Course Activities

Reading Reflections, Assignments, and Discussions

Reading reflections and assignments 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 Events/Resource Sharing

Throughout the course, students will share current events and resources that connect telehealth to the real world.

Exams

Exams reflect both the Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). Exams will include a combination of multiple choice, short answer, and essay questions. Exams are open book.

Course Grading Percentage Equivalents

Assignments	Points
Reading Reflections (~10-25 points per week)	180
Current Events/Resource Sharing	50
Exam 1	50
Exam 2	20
TOTAL	300

Course Policies

Attendance

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

Late Work

Late assignments are accepted with prior approval and may receive a slight deduction each day the assignment is missing. Please contact your instructor to discuss your options. 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.

Changes to the Syllabus
While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

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.

Final Grades
Final grades are submitted to Self-Service:
> A = 90% and above (270-300 points)
> B = 80-89% (240-269 points)
> C = 70-79% (210-239 points)
> D = 60-69% (180-209 points)
> F = 59% and below (0-179 points)

Important Information

Academic Honesty
Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity 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. 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.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES.

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ʻIke: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Readings & Assignments

Wk of	Theme	Readings	Assignments/Discussions/Current Events
8/19	Introductions & Course Overview Overview Rationale, History, and Basics of Telehealth	Syllabus Chapter 1 Chapter 2	Introductions History of Telehealth
8/26	Management of Patient Healthcare Information	Chapter 3	Jeopardy
9/2	Technology Considerations	Chapter 4	Health Education Lesson
9/9	Platforms for Collaborative Process	Chapter 5	Resources
9/16	Patient-Centered Care	Chapter 6	Platforms
9/23	Maintaining and Sustaining a Telehealth-Based Ecosystem	Chapter 7	Resource/Platform
9/30	**Exam #1**		
10/7	Tele-education	Chapter 8	Applications for Education Online Education Articles
10/14	Telesupport for the Primary Care Practitioner	Chapter 9	Design a Telehealth Education Handout/Flyer
10/21	Telecare within Different Specialties	Chapter 10	Specialty Research
10/28	Telecare During Travel and for Special Locations	Chapter 11	
11/4	Mobile Health (mHealth)	Chapter 12	Health Application Review
11/11	Telemedicine: Medicolegal, Ethical, and Regulatory Issues	Chapter 13	Telehealth in Hawaii
11/18	Disruptive Technologies: Present and Future Worldwide Initiatives	Chapter 14 Chapter 15	Telehealth in Hawaii
11/25	**Exam #2**		