



Chaminade  
University

School of Nursing and Health Professions  
Nursing

## HC 306 Health Disparities and Indigenous Health

Location and Class meeting schedule: Asynchronous  
Class Meeting Days/Hours: Asynchronous M/T/W/Th/F  
Term: Spring 2026  
Course Credits: 3

### Instructor Information

**Instructor:** Jasmine Wagner, DNP, APRN-Rx, FNP-BC

**Email:** [jasmine.wagner@chaminade.edu](mailto:jasmine.wagner@chaminade.edu)

**Phone:** 808-729-7467

**Office Location:** Henry Hall 110A

**Office Hours:** Tuesday at 8:00am-2:00pm and online by appointment

**Virtual Office Hours:** Zoom or phone call by appointment

### Communication

Questions for this course can be emailed to the instructor at [jasmine.wagner@chaminade.edu](mailto:jasmine.wagner@chaminade.edu) using the Chaminade student email account provided. Demonstrate professionalism by including a subject line that properly summarizes the contents of the message. Proper salutation is appreciated. Response time will take place up to 48 hours on business days, responses may be delayed on weekends or holidays.

### School & Department Information

#### School of Nursing & Health Professions

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

Office Location: 110 Henry Hall [nursing@chaminade.edu](mailto:nursing@chaminade.edu)

Phone: (808) 739-8340

### Course Description & Materials

#### Catalog Course Description

This course explores Native Hawaiian traditional healing practices, and how they can inform community and public health practice. Prerequisites: none.

#### Time Allocation

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 an 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.

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 a minimum of 9.5 hours in Discussions, 26 hours in Projects and Papers, with the remaining 100 hours divided between course reading assignments and pre-recorded lectures estimated at 6.6 hrs per week over 15 weeks.

### Required Materials

- 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 course materials on google drive which will require computer access.
- There is no required textbook for this course. Reading materials will be provided in Canvas as they are assigned.
- Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.
- Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

### Canvas - Course Link

The Learning Management System, *Canvas*, is used throughout all nursing courses. Hardware requirements: Canvas is accessible from most PCs and Macintosh computers with a reliable Internet connection. Canvas is accessible on all computers available for use on campus.

#### Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- Canvas Support Hotline for students: +1-833-209-6111 or [Live chat with Canvas Support](#)
- 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](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

Student frequently asked question link (Client Services – IT department)  
<https://sites.google.com/chaminade.edu/itsclientservices/faq/student-faq>

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of the Public Health program, 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)

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

1. Demonstrate a conceptual understanding of the many strengths and assets that Native Hawaiian and Pacific Islander possess that can be leveraged to help find solutions to modern day challenges.
2. Demonstrate an understanding of the social, cultural and historical determinants of health that influence the modern day health inequities/disparities that disproportionately impact Native Hawaiian and Pacific Island communities.
3. Demonstrate a basic understanding and appreciation for Native Hawaiian and Pacific Islander traditional healing practices and the potential role they can play to address health through a cultural lens.
4. Demonstrate understanding of existing culturally grounded community education and health promotion strategies for priority populations, and opportunities to build upon to them to improve healthcare access and health outcomes.

### 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.

### 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Marianist Values</b>	1, 3	2, 4, 5	1, 3, 4	2, 4, 5
<b>PLOs</b>	1	1, 2	1	2, 3, 4
<b>Native Hawaiian Values</b>	1, 2	2	3, 4	1, 3, 4

### Course Activities

#### Assessment and Course Grading

Grades of this course will be based on the following:

- Discussion Posts: Regular discussion forum is required to reflect the insight of module learning and to share ideas with peers.
- Health Disparity Assessment/Communication (HDAC) Project: A project focused on existing health disparities within an underserved population
  - o Project 1: Social media and public health messaging outreach
- Reflection Papers: Using the course content and lectures as a guide, reflections papers are 1-2 pages of reflection on various topics throughout the course.
  - o Paper 1: Mana
  - o Paper 2: Cultural Competence, Awareness, Sensitivity, Humility, and Responsiveness
  - o Paper 3: Addressing health disparities and inequities in and out of healthcare
  - o Paper 4: Native Hawaiian health reports
- Research Paper: Social or cultural determinant of health research paper

The proportion that each of the above contributes to your grade in this course is as follows:

Assignments	Points
Digital Outreach Project	5
Paper 1	10
Paper 2	10
Paper 3	10
Paper 4	10
Discussions Posts (5 Posts x 4 points)	20
Research Paper	20
Lo'i experience & reflection	15
Total	100 Points

### Discussions

Your response to this prompt should be a *minimum of 250 words in length*. Your responses should be unique and completed independently (without the use of AI technology). Responses need to contain proper grammar, be free of spelling errors, and reflect critical thinking. Your assignment will be graded according to the rubric in Canvas.

### Papers

All submitted papers must be in an acceptable format per course coordinator. Papers are to be written in a scholarly manner, without the use of AI technology and formatted in APA style. Refer to [APA guidelines](#). This course requires you to complete assignments that evaluate your understanding and application of the material, without the use of AI. You must work independently and properly cite any sources.

Documents submitted in incorrect format will be considered late. Please review the late work policy. Refer to the assignment guidelines in Canvas for the minimum word count or page count. Your assignment will be graded according to the rubric in Canvas.

### Project

Refer to assignment guidelines in Canvas for additional information. Your assignment will be graded according to the rubric in Canvas.

## Course Policies

### Attendance

This course is utilizing an asynchronous online model.

### Late Work

Late assignments in this course will receive a 10% deduction each day the assignment is missing. After five days if the assignment has not been turned in then the student will receive a 0%. 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 folder or drop-box in the correct format or the assignment is 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 "Grade of Incomplete" policy in the student handbook.

### Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

## 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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and

protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

### **Hazing Prevention Resources and Athlete Helpline:**

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy:

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

**Basic Needs Resources:** <https://chaminade.edu/basic-needs/>

### **Campus Safety/ SafeSwords**

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords Webpage](#)

### **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](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: 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 'Ike: 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 'Ike'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 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

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.

Module	Topics	Readings/Assignments
1	<p>Introductions &amp; Course Overview</p> <p>Readings: Mana Lāhui Kanaka</p> <p>Lecture: Native Hawaiian Concepts of Wellbeing</p>	<p>1) Syllabus</p> <p>2) Mana Lāhui Kanaka: pages xii-22</p> <p>3) Mana Lāhui Kanaka: pages 23-44</p> <p>4) Learn E Hō Mai</p> <p>Discussion 1 Due</p>
2	<p>Historical Trauma &amp; Resilience</p> <p>Lecture: Strength, Not Trauma</p>	<p>1) Mana Lāhui Kanaka: pages 45-67</p> <p>2) POL Timeline</p> <p>3) OHA SDOH</p> <p>Paper 1 Due</p> <p>Discussion 2 Due</p>
3	<p>Historical Trauma &amp; Resilience</p> <p>Lecture 2: Strength, Not Trauma</p>	<p>1) Nānā I ke Kumu Vol III: Chapter 2</p> <p>2) Improving Cultural Competence</p> <p>3) OHA Family and Lifestyle Choices</p> <p>Paper 2 Due</p>
4	<p>Social and cultural determinants of health</p> <p>Grief in Modern Hawaiian Life</p> <p>Instructional Guide to Project 1</p>	<p>1) Maui Ola Pathways to Optimal Health</p> <p>2) Nānā I ke Kumu Vol III: Chapter 3</p> <p>3) CDC Social Media Guidelines</p> <p>Project 1 Due</p>
5	<p>NHPI health disparities and inequities</p> <p>Lecture: The Mo'olelo (Story) of Health in Hawai'i</p>	<p>1) E Ola Mau Report Part I: pages 29—36</p> <p>2) DNNH Assessment of NHPI Health Chapter 1-2</p> <p>3) Colonialism and depression</p> <p>4) Ulu Hina, Kū Papa</p> <p>Paper 3 Due</p>
6	<p>NHPI health disparities and inequities</p>	<p>1) COVID-19 article</p> <p>2) E Ola Mau Report Part II: pages 37-61</p> <p>3) OHA Chronic Diseases</p> <p>4) Wāhine Health</p> <p>5) Kāne Health</p> <p>Discussion 3 Due</p> <p>Lo'i experience</p>

7	<p>Models for NHPI Health promotion &amp; The Native Hawaiian Healthcare Systems</p> <p>Lecture: Native Hawaiian Healthcare Improvement Act</p>	<p>1) E Ola Mau a Mau Executive Summaries  2) DNNH Assessment of NHPI Health Chapter 3-4  3) Ho'okuakahi Part III (I &amp; II)  Discussion 4 Due  Paper 4 Due  Lo'i experience</p>
8	<p>Hawaiian Perspective of Health &amp; Healing</p> <p>Traditional Healing Practices</p> <p>Lecture: Traditional Healing</p>	<p>1) Kūkulu Ola Hou: pages 32-40  2) Ho'okuakahi Part I (Introduction &amp; Background of Traditional Health Practices)  3) Ho'okuakahi Part I (Historical and Current Legal Framework and Health Policies)  4) Ho'ola Kakou: Chapter 2  Discussion 5 Due  Lo'i reflection</p>
9	<p>Modern Practice of Traditional Healing &amp; Kūpuna Councils</p> <p>A Vision for Health in Hawai'i</p>	<p>1) Ho'okuakahi Part II  2) Achieving Health Equity in Hawaii  3) Kūkulu Hoou  Research Paper Due</p>