



School of Nursing and Health Professions

Doctor of Nursing Practice Program

NUR 818: Inter-professional Collaboration for Improving Population Health

Summer 2026: May 11 to August 10

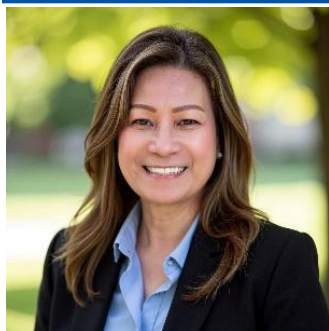
Location meeting and Class meeting schedule: Online Asynchronous

Credits: 3

Sections: 90-7

Term: Summer 2026

Instructor Information



Instructor: Marife C. Aczon-Armstrong, PhD, MSCP, RN-BC, FAAN

Office: Henry Hall 118K

Email: marife.aczon-armstrong@chaminade.edu

Phone: 808-542-5133

Time Zone: Honolulu

Office Location: On-line

Office Hours: By appointment in person, phone, Google Meet or Zoom

Communication

Questions for this course can be emailed to the instructor and must be sent using your Chaminade University 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.

School & Department Information

School of Nursing and Health Professions

Office Location: Henry Hall 110

Phone: (808) 739-8347

If you have questions regarding the Doctor of Nursing Practice Program, reach out to the DNP Director at the School of School of Nursing and Health Professions.

Course Description & Materials

Catalog Course Description

This interprofessional course will provide the student with a theoretical foundation in population approaches to improving systems of care and health outcomes. The student will analyze empirical evidence in population health and appraise inter-professional population health strategies from a local, national, and international perspective. Students will identify and demonstrate methods for completing a community or health systems assessment and apply the assessment to the conceptualization of inter-professional strategies for improving population health systems of care.

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 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.

How This Course Meets the Credit Hour Policy

NUR 818 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 2.5 hours (reading, viewing videos) for each Module (16 modules) x 16 weeks = 40 hours. One hour on each discussion question (8 discussion x 1 hour) = 8 hours. One hour on each quiz (8 quiz x 1 hour) = 8 hours. For the final 10-page Population Health Paper (4-part paper) you will spend 20 hours studying & researching + 20 hours writing = 40 hours. For the Professional Interview and Write up you will spend 10 hours (prepping, interviewing, writing). There will be an additional 29 hours of work required beyond what is listed here (course readings, studying, homework literature search, etc.), averaging 1.8 hours each week.

Required Materials

American Psychological Association (2020). *Publication manual of the American psychological association (7th ed)*. American psychological association

Dang, D., Dearholt, S.L., Bisset, K., Ascenzi, J., & Whalen, M. (2021). *Johns Hopkins evidence-based practice for nurses and healthcare professionals: Model and guidelines (4th ed.)*. Sigma Theta Tau International. Required in All Courses.

Elmore, J. G., Wild, D. M. G., & Nelson, H. D., Katz, D. L. (2020). *Jekel's Epidemiology, Biostatistics, Preventative Medicine, and Public Health (5th ed.)*. Elsevier-Saunders. ISBN: 9780323642019. This text has an interactive website for questions and searches at: www.studentconsult.com

Nash, D. B., Skoufalos, A, Fabius, R. J., & Oglesby, W. H. (2019). *Population Health: Creating a Culture of Wellness (3rd ed.)*. Jones & Bartlett. ISBN: 978-1284166606

Recommended Items

See the weekly recommended readings on the Canvas Modules.

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.

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, writing scholarly papers, and sharing enriching experiences. 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.

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

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.

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. Tai Arakawa is the dedicated SONHP librarian: tai.arakawa@chaminade.edu

Learning Outcomes

DNP Program Learning Outcomes (PLOs)

Upon completion of the DNP program:

PLO Concepts	The DNP Graduate Will:
1. Integrate Nursing and Transdisciplinary Knowledge for Advanced Practice	Synthesize nursing science with knowledge from the biophysical, psychosocial, analytical, ethical, and organizational sciences to guide clinical reasoning, care innovation, and complex decision-making across diverse populations.
2. Lead Systems-Based Practice for Quality and Safety Improvement	Design, implement, and evaluate evidence-informed strategies to promote high-quality, safe, and equitable care within complex and evolving healthcare systems, locally and globally.
3. Translate and Integrate Evidence for Nursing Practice	Critically appraise and apply research and quality improvement methodologies to improve healthcare delivery and outcomes; disseminate findings to advance nursing practice and population health.
4. Leverage Information and Healthcare Technologies	Integrate informatics, data analytics, and emerging health technologies to optimize care delivery, support clinical decision-making, and improve health outcomes.
5. Advance Person-Centered, Equitable Care	Promote culturally responsive, person-centered care and advocate for policies that improve access, reduce health disparities, and promote social justice.
6. Foster Interprofessional Collaboration for Health Outcomes	Build and sustain collaborative partnerships across disciplines to improve individual and population health outcomes, with a focus on culturally distinct communities and high-priority health needs.
7. Promote Population Health and Address Social Determinants of Health	Assess and respond to the social, cultural, economic, and environmental determinants of health; design population-based interventions that advance health equity and resilience across communities.
8. Demonstrate Clinical Expertise and Professional Leadership in Advanced Practice Nursing	Provide evidence-based, independent clinical care through advanced assessment, diagnosis, and management of diverse individuals and populations; model professional integrity, ethical leadership, and lifelong development in the advanced practice role.

Course Learning Outcomes (CLOs) and Alignment

1. Integrate epidemiology and biostatistics principles in health care delivery for an identified population
2. Explore determinants of health and concepts related to clinical prevention as a practice scholar

3. Identify evidenced-based recommendations/guidelines for clinical and population health preventative services and benchmarking
4. Analyze cultural, political, and socioeconomic influences on health care delivery, individuals, families, communities, and populations.

Upon completion of NUR 818, the student will:

CLOs	CLO Link to PLOs	Method of Measurement
1.Integrate epidemiology and biostatistics principles in health care delivery for an identified population	1,7	Population Health Paper Discussion Quizzes
2.Explore determinants of health and concepts related to clinical prevention as a practice scholar	2	Population Health Paper Discussion Quizzes
3.Identify evidenced-based recommendations/guidelines for clinical and population health preventative services and benchmarking	2,7	Population Health Paper Quizzes
4. Analyze cultural, political, and socioeconomic influences on health care delivery, individuals, families, communities, and populations.	5,7	Population Health Paper Discussion Quizzes Professional Interview and Write up

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

This course reflects several Marianist Values through its emphasis on population health, interprofessional collaboration, service, and social responsibility. In particular, the course strongly supports the Marianist commitment to educating for service, justice, and peace by preparing students to identify health disparities, evaluate barriers to care, and develop strategies that improve health outcomes for diverse populations. Through community and health systems assessments, students learn to advocate for vulnerable groups and promote equitable access to healthcare services. The course also demonstrates the value of providing an integral, quality education by combining theoretical foundations, evidence-based practice, cultural awareness, and leadership development to prepare students for professional nursing practice. Additionally, the focus on adapting healthcare systems and implementing population-based strategies reflects the Marianist principle of educating for adaptation and change in response to evolving healthcare needs locally and globally.

Course Activities

Assignments

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

Discussions

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 the 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.

Quizzes/Exams

This course includes several components designed to evaluate understanding and application of Population Health concepts in clinical practice. There are six quizzes, each consisting of five short-answer questions requiring responses of approximately three to four sentences.

In addition, eight discussion postings correspond with weekly modules and are intended to encourage online engagement with peers while helping students develop ideas for their Population Health Paper. There are no group projects in this course; instead, all assignments are completed individually.

Team Projects

There are no team projects for this course.

Individual Projects

The final individual assignment centers on Population Health Leadership and involves conducting an informal interview with a healthcare administrator or professional leader engaged in population health initiatives. This project is intended to provide insight into leadership decision-making and the advancement of nursing practice within population health settings. All written assignments in the course must follow APA 7th edition formatting guidelines.

Final Project

The major assignment for the course is the Population Health Scholarly Paper, which is completed in three parts. Part 1 focuses on selecting a unique target population and explaining the rationale for choosing that population. Part 2 examines how the selected population defines health, health promotion, and disease prevention, as well as the methods used to measure health outcomes within that group. Part 3 explores the culture of the target population, including unique characteristics, barriers to healthcare access, and the influence of cultural beliefs and practices on disease risk. Together, Parts 1, 2, and 3 form the final comprehensive Population Health Scholarly Paper.

Course Policies

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.

Students should notify their instructors when illness or other extenuating circumstances prevent them from participating in class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly.

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.

Late Work

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.

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

Guidance for Generative Artificial Intelligence (AI)

The use of Generative AI should be seen as a tool to enhance academic research, not as a replacement for critical thinking and originality in assignments. Students are not permitted to submit assignments that have been fully or partially generated by AI unless explicitly stated in the assignment instructions. All work submitted must be the original work of the student.

Students are cautioned to disable the automatic generative AI features of their word processing programs. Students may be required to rewrite assignments that demonstrate substantive use of generative AI.

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.

Changes to the Syllabus

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.

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 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 Total Grade	Grading Scale*
Quizzes (6 quizzes)	25	A = 90-100 % B = 80-89% C = Below 80% and a failing course grade.
Discussion (8 Discussions)	20	
Population Health Paper (4-part paper)	30	
Professional Interview and Write up	25	
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.

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 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 or 808-739-8305.

Course Schedule

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

Week	Date	TOPICS	READINGS	Assignments Due
1	5/11	Course Intro Module 1: Epidemiology - History and basic concepts, data sources, surveillance investigation and causation	Elmore et al. Chapters 1, 3, & 4 Selected Articles: See Canvas	Module 1 - Discussion: Introduction Quiz: Module 1
2	5/18	Module 2: Epidemiology - Statistical Measures of Disease, Study Designs, Epidemiological Resources for Nursing	Elmore et al. Chapter 2, 5 & 6 Selected Articles: See Canvas	Module 2 - Start Part 1 Population Health Paper Discussion - Module 2
	5/25	HOLIDAY - MEMORIAL DAY		
3	6/1	Module 3: Preventative Medicine Infectious Disease, Screening and Prevention of Disease - Application to Practice, Chronic Disease, Implications to Practice	Elmore et al. Chapters 14, 17, 19 & 20 Selected Articles: See Canvas	Due: Part 1 of Population Health Paper Quiz Module 3
4	6/8	Module 4: Public Health - Environmental Aspects and Application; Pandemics & Emergency Preparedness; Ethical and Legal Issues	Elmore et al. Chapter 27	Start Part 2 of Population Health Paper Discussion Module 4
5	6/15	Module 5: Quality and Safety in Population Health - Health Services Organization and Quality Improvement PDSA, SWOT, Triple Aim	Elmore et al. Chapter 28	Due: Part 2 of Population Health Paper Discussion: Module 5
6	6/22	Module 6: Culture & Populations Hawaiian and Polynesian Culture	TBD	Soul of Kalaupapa Assignment Discussion Module 6
7	6/29	Module 7: Caring for Vulnerable Populations	Elmore et al. Chapters 24 & 25 Selected Articles: See Canvas	Start Part 3 of Population Health Paper Quiz Module 7
8	7/6	Module 8: Health Equity and SDOH Population Health in the United States	Nash et al. Chapters 1 & 3 Selected Articles: See Canvas	Due: Part 3 of Population Health Paper Discussion Module 11

9	7/13	Module 9: Population Health Ecosystem	Nash et al. Chapters 4, 5 & 7 Selected Articles: See Canvas	Nash et al. Chapters 4, 5, & 7 Selected Articles: See Canvas Start Part 4 (Entire Paper - Parts 1 - 4) of Population Health Paper Quiz Module 9
10	7/20	Module 10: Population Healthcare and the Patient - Creating Culture Change	Nash et al. Chapters 8, 9 & 10	Due: Part 4 (Entire Paper Parts 1 - 4) of Population Health Paper
11	7/27	Module 11: Changing Organization Culture and Coordinated Care Models	Nash et al. Chapters 11 & 12	Start Population Interview Paper Discussion Module 11
12	8/3	Module 12: Building Culture of Health and Wellness within Organization	Nash et al. Chapter 14	Due: Population Interview Paper Quiz Module 12
13	8/10	Module 13: Palliative Care for Provider	Watch Palliative Primer Video Part 1 and Part 2	Discussion Module 13
14	8/10	Module 14 Closing Week		Discussion Module 14