

University of North Texas at Dallas
Fall 2024
SYLLABUS

PBHL 4900 Section 0071 – Special Problems / Telehealth Concepts (3 hrs)	
Department of Life and Health Sciences	Division of Liberal Arts and Life Sciences
Instructor Name:	Dr. Danielle Wesley, DrPH, MHA
Email Address:	danielle.wesley@untdallas.edu
Office Hours:	Teleconference appointments by request.
Classroom Location:	Online
Class Days & Times:	Online
Course Format:	Online
Course Catalog Description	This course provides public health students with a comprehensive understanding of telehealth, its applications in public health, and its impact on healthcare delivery. Students will explore the technological, regulatory, ethical, and practical aspects of telehealth implementation.
Prerequisites	None
Corequisites	None
Required Reading	See weekly materials.
Recommended Reading & References	See weekly materials.
Access to Learning Resources	UNT Dallas Library: Phone: (972) 338-1616; Website URL: http://www.untdallas.edu/library UNT Dallas Bookstore: Phone: (972) 780-3652; Website URL: http://www.untdallas.edu/bookstore Email: untdallas@bkstr.com
Canvas Resources Supported Browsers: <ul style="list-style-type: none"> • Chrome Supported Devices: <ul style="list-style-type: none"> • iPhone • Android • Chromebook <i>Note: Tablet users can use the Canvas app</i> Screen Readers: <ul style="list-style-type: none"> • VoiceOver (Safari) 	Getting Help with Canvas: Canvas 24/7 Phone Support for Students: 1-833-668-8634 Canvas Help Resources: Canvas Student Guide - https://community.canvaslms.com/docs/DOC-10701 For additional assistance, contact UNT Dallas Distance Learning: DAL1, Room 157 Email: distancelearning@untdallas.edu

<ul style="list-style-type: none"> • JAWS (Internet Explorer) • NVDA (Firefox) <p><i>Note: There is no screen reader support for Canvas in Chrome</i></p>	<p>If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.</p> <p>If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.</p>
Course Goals or Overview:	
The goal of this course is to provide students with an overview of the Telehealth. Throughout the course, students will think critically and engage actively about real-world public health issues using Telehealth.	
Learning Objectives/Outcomes: At the end of this course, the student will be able to:	
1	Define telehealth and its various modalities.
2	Analyze the role of telehealth in public health initiatives.
3	Evaluate the benefits and challenges of telehealth implementation.
4	Apply regulatory and ethical considerations in telehealth scenarios.
5	Design a telehealth intervention for a specific public health issue.
6	Assess the impact of telehealth on health equity and access.
7	Predict future trends in telehealth and digital health.

Course Outline and Discussion Topics

This syllabus is subject to change by the instructor. This schedule may be revised. The instructor will communicate any changes to this schedule in class via class email or Canvas announcement.

Week	Dates	Required Reading
1	October 21 – October 27	<p>Introduction to Telehealth</p> <ul style="list-style-type: none"> • Lecture Presentation: Definition, history, and evolution of telehealth • Discussion: Discuss the current state of telehealth adoption • Quiz: Understanding and knowledge of telehealth • Required Reading: "The Role of Telehealth in an Evolving Health Care Environment" (Institute of Medicine), Chapters 1-3, https://www.ncbi.nlm.nih.gov/books/NBK207141/ • Required Reading: Telemedicine in the United States: An Introduction for Students and Residents https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7690251/
2	October 28 – November 3	<p>Telehealth Technologies and Modalities</p> <ul style="list-style-type: none"> • Lecture Presentation: Types of telehealth services (video consultations, store-and-forward, remote monitoring, mHealth) • Discussion: Discuss the different types of telehealth modalities • Quiz: Understanding and knowledge of telehealth modalities

		<ul style="list-style-type: none"> • Demonstration Video: Children's Health Telehealth showcase • Assignment: Submit 2-page paper comparing and contrasting the different telehealth modalities • Required Reading: What are different types of telehealth? https://telehealth.hhs.gov/patients/what-are-different-types-telehealth • Required Reading: Patient Characteristics and Telemedicine Use in the US, 2022, https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2816685 • Required Reading: Implementing Telehealth in Practice, https://www.acog.org/clinical/clinical-guidance/committee-opinion/articles/2020/02/implementing-telehealth-in-practice
3	November 4 – November 10	Telehealth in Public Health Practice <ul style="list-style-type: none"> • Lecture Presentation: Applications of telehealth in public health (disease surveillance, etc.) • Discussion: Discuss the relevance of telehealth in public health • Quiz: Understanding and knowledge of telehealth in public health • Assignment: Submit 2-page paper on a successful telehealth implementation in public health • Required Reading: Telehealth and Public Health Practice in the United States-Before, During, and After the COVID-19 Pandemic, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9532342/ • Required Reading: Understanding Disparities In Health Care Access and Reducing Them Through A Focus On Public Health, http://staging.abccardio.org/wp-content/uploads/2016/10/Understanding-Disparities-In-Health-Care-Access.pdf • Required Reading: The potential role of telemedicine in the infectious disease pandemic with an emphasis on COVID-19, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9811063/
4	November 11 – November 17	Regulatory Landscape and Policy Considerations <ul style="list-style-type: none"> • Lecture Presentation: Telehealth regulations, licensure requirements, and reimbursement policies

		<ul style="list-style-type: none"> • Discussion: Discuss cross state regulations on telehealth (compare 2 different states), and discuss practice challenges and solutions • Quiz: Understanding and knowledge of Texas telehealth laws • Assignment: Submit 2-page paper on a comparing and contrasting Texas laws on telehealth before the COVID-19 pandemic and after. • Required Reading: "The Role of Telehealth in an Evolving Health Care Environment" (Institute of Medicine), Chapters 5, 10, https://www.ncbi.nlm.nih.gov/books/NBK207141/ • Required Reading: Implementing Telehealth in Practice, https://www.acog.org/clinical/clinical-guidance/committee-opinion/articles/2020/02/implementing-telehealth-in-practice • Required Reading: Telehealth: Applications From a Legal and Regulatory Perspective https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5010268/ • Required Reading: Texas Telehealth Laws, https://www.cchpca.org/texas/; https://www.texmed.org/telemedicine/ • Required Reading: 50 State Survey Pre-COVID, https://www.ama-assn.org/system/files/2018-10/ama-chart-telemedicine-patient-physician-relationship.pdf • Required Reading: State Telehealth Laws and Reimbursement Policies Report, Fall 2023, https://www.cchpca.org/resources/state-telehealth-laws-and-reimbursement-policies-report-fall-2023-2/
5	November 18 – November 24	<p>Ethical Considerations and Privacy in Telehealth</p> <ul style="list-style-type: none"> • Lecture Presentation: Ethical framework for telehealth, HIPAA compliance, data security • Discussion: Ethical dilemmas in telehealth scenarios • Quiz: Understanding and knowledge of telehealth ethical considerations and privacy • Assignment: Submit a 2-page privacy policy for a hypothetical telehealth service • Required Reading: Regulatory, Legal, and Ethical Considerations of Telemedicine, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7340020/

		<ul style="list-style-type: none"> • Required Reading: Educating Patients on Telehealth Privacy and Security, https://www.hhs.gov/hipaa/for-professionals/privacy/guidance/resource-health-care-providers-educating-patients/index.html • Required Reading: Legal Considerations https://telehealth.hhs.gov/providers/legal-considerations
6	November 25 – December 1	<p>Health Equity and Access in Telehealth</p> <ul style="list-style-type: none"> • Lecture Presentation: Digital divide, health disparities, and telehealth's potential impact • Discussion: Discuss telehealth access challenges and equity • Quiz: Understanding and knowledge of health equity in telehealth • Required Reading: Health Equity in Telehealth, https://telehealth.hhs.gov/providers/health-equity-in-telehealth?gad_source=1&qclid=EAlaIqobChMIg8j94KLNiAMVZNXCBB3tXRIfEAMYASAAEgJfcvD_BwE • Required Reading: Defining Telehealth for Research, Implementation, and Equity, https://www.jmir.org/2022/4/e35037/ • Required Reading: Disparities In Telehealth Use Among California Patients With Limited English Proficiency, https://www.healthaffairs.org/doi/10.1377/hlthaff.2020.00823?url_ver=Z39.88-2003&rfr_id=ori:rid:crossref.org&rfr_dat=cr_pub%20%200pubmed • Required Reading: Recommendations for Health Equity and Virtual Care Arising From the COVID-19 Pandemic: Narrative Review, https://formative.jmir.org/2021/4/e23233
7	December 2 – December 8	<p>Telehealth Implementation and Evaluation</p> <ul style="list-style-type: none"> • Lecture Presentation: Best practices for telehealth program implementation • Discussion: Research and discuss a large-scale telehealth program, including the barriers and challenges • Demonstration Video: Children's Health Telehealth Training Video • Quiz: Understanding and knowledge of telehealth implementation • Assignment: Submit a 2-page paper designing and implementing a hypothetical telehealth invention

		<ul style="list-style-type: none"> • Required Reading: Required Reading: "The Role of Telehealth in an Evolving Health Care Environment" (Institute of Medicine), Chapters 4, 6, 8, https://www.ncbi.nlm.nih.gov/books/NBK207141/ • Required Reading: AMA, Telehealth Implementation Playbook, https://www.ama-assn.org/practice-management/digital/telehealth-implementation-playbook-planning • Required Reading: Identifying Barriers to and Opportunities for Telehealth Implementation, https://humanfactors.jmir.org/2021/2/e24860/ • Required Reading: Telemedicine for healthcare: Capabilities, features, barriers, and applications, https://www.sciencedirect.com/science/article/pii/S2666351121000383?via%3Dihub • Required Reading: Telemedicine implementation and use in community health centers during COVID-19, https://www.sciencedirect.com/science/article/pii/S2667321522000166
8	December 9 – December 14	<p>Future State of Telehealth</p> <ul style="list-style-type: none"> • Lecture Presentation: Emerging trends in telehealth (AI, VR/AR, wearables) • Discussion: Potential impacts of future technologies on public health • Quiz: Understanding and knowledge of future opportunities for telehealth • Final Project: Submit a final presentation and project interview with telehealth professional • Required Reading: Required Reading: "The Role of Telehealth in an Evolving Health Care Environment" (Institute of Medicine), Chapters 9, https://www.ncbi.nlm.nih.gov/books/NBK207141/ • Required Reading: Seven Telehealth Trends, https://www.ama-assn.org/practice-management/digital/7-telehealth-trends-physicians-should-know • Required Reading: Digital Healthcare: The Future, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9345235/

		<ul style="list-style-type: none"> Required Reading: The Promise of Digital Health, https://nam.edu/the-promise-of-digital-health-then-now-and-the-future/
		<p>Additional Resources</p> <ul style="list-style-type: none"> Textbook: "Rheuban, K. S., & Krupinski, E. A. (2017). Understanding Telehealth. McGraw Hill Professional." Online Course: "Telehealth: Enhancing Care Through Technology" on Coursera Webinars from the American Telemedicine Association CDC's Telehealth in Practice page: https://www.cdc.gov/phlp/publications/topic/telehealth.html WHO Global Strategy on Digital Health 2020-2025

Course Evaluation Methods

This is an online course. Students will complete the course via online instruction via Canvas.

Online Instruction. The course will be administered by online instruction through weekly modules posted in Canvas. Each week's online instruction will begin at 12:00 a.m. (midnight) on Monday morning and ends at 11:59 p.m. on Sunday evening. Students should set aside approximately 3+ hours each week to complete each module. The topic of each week's module is provided in the course schedule section of the syllabus. Through the modules, students are expected to demonstrate mastery of assignment course content as evidenced by passing quizzes, completing written assignments, and posting "high-quality" comments to discussion posts.

Class Requirements. Each week this course is divided into multiple phases: (1) complete course reading requirements; (2) review instructor lecturer presentations and videos; (3) watch guest speaker presentations or demonstrations; (4) submit written assignments; (5) complete quizzes; (6) submit discussion post and respond to peer posts; and (7) submit final course project.

- Required Reading.* Each student will be expected to complete the required reading material. All discussion posts and responses should be referenced from the required reading material, in addition to supplemental reading material at the student's discretion.
- Online Lecture Presentations/Videos.* Online instructor lecture presentations and videos will be uploaded weekly to be reviewed by students at their own convenience.
- Guest Speaker Presentations or Demonstrations.* Periodically, there may be guest speaker that will provide applicable, real-world experience content to supplement the learning material. The presentations and or videos will be uploaded as outlined in the course schedule.
- Written Assignments.* Each student will submit written assignments as per the course schedule. Assignments should not be longer than 2 pages and submitted

no later than 11:59 p.m. CST on Sunday evening. Please note the instructor will not read beyond 2 pages.

- **Quizzes.** Each student will complete the weekly quizzes. The objective of this activity is to evaluate whether the student has become well acquainted with the material and will address questions specific to the assigned activities for the week. Quizzes are multiple choice and true/false questions. The time limit to complete quizzes are 30 minutes. Most quizzes are 10 questions and must be completed no later than 11:59 p.m. CST on Sunday evening.
- **Discussion Posts.** Each student will be required to submit a discussion post as part of the weekly modules. Discussion post must meet the “high quality” standard for this course. This means that comments must be a minimum of 100 words, reflect the learning goals of the course and demonstrate a clear, in- depth understanding of the subject matter. In addition, each student must provide discussion response to peer posts (2 minimum). Discussion posts will be assigned a grade for originality and constructiveness based on the following rubric. Students will need 1 original post and a minimum of two response comments for full credit: An original initial post and two comments to other students’ comments. The initial post must be made by Wednesday by 11:59 p.m. CST and your 2 response posts to peers by Sunday evening at 11:59 p.m. CST. Any revisions will be communicated by the Professor.
- **Final Project.** Each student will conduct an interview with a telehealth professional, to include sit down with a professional, ask questions to obtain information about their use of telehealth, current state and future state of telehealth, and document the interview in a PowerPoint presentation. Specific details for the final project will be provided by Week 3, to provide ample time for students to conduct the interview by the end of the course.

This course will utilize the following assessment methods to determine student grades and proficiency of the learning outcomes for the course.

- Discussions – discussions designed to encourage dialogue and engagement amongst students on weekly content
- Quizzes – written quizzes designed to measure knowledge of presented course material
- Assignments – written assignments designed to supplement and reinforce course material
- Final Project –activity designed to measure ability to apply presented course material

Assessment Methods	Total Percentage
Weekly Discussion	20
Quizzes	20
Assignments	30
Final Project	30
Total	100

Grade Determination:

A = 90-100 percent
B = 80-89.9 percent
C = 70-79.9 percent
D = 60-69.9 percent
F = less than 60 percent

Need tutoring services or just some help with a particular assignment? For tutoring that empowers students to achieve success, schedule an appointment with the Learning Commons today at <https://www.untDallas.edu/learning/schedule-appointment/>.

Course Policies

Student Evaluation of Teaching Effectiveness Policy. The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester, providing opportunity to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy. Assignments must be turned in on time. **Late work is not accepted** unless the instructor has approved it in advance in writing before the due date. Must have a verifiable extenuating circumstance.

Technological issues are NOT an extenuating circumstance. Do not wait until the last minute to complete assignments. If professor approves an extenuating circumstance and permits late work, 5% of the total score will be deducted for each day past the due date.

Extra Credit Policy. No extra credit will be awarded. Do not attempt to ask for extra credit, including individual extra credit at the end of the semester to raise your grade. It is not fair to other students, and the professor does not look upon it favorably.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Disabilities Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodation at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untDallas.edu on the first floor of the Student Center.

Canvas Instructure Accessibility Statement: *optional if you do not use Canvas for the course* University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive

technology being used. The Canvas Instructure Accessibility Statement is provided at <https://www.canvaslms.com/accessibility>.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

The use of AI tools for the completion of work is prohibited. The objective of the course is to demonstrate knowledge of material and content.

Web-based Plagiarism Detection: Please be aware in some courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom etiquette:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNT Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>).

Classroom Disruption:

Students are expected to always engage with the instructor and other students in this class in a respectful and civil manner to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses because of not meeting with the Dean of Students. The student is responsible for

material missed during all absences, and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (UNTD Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Course Evaluations:

Student evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I (as the instructor) will not have access to the results of the evaluations until after final grades have been posted. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Sexual Harassment, Sexual Misconduct, Intimate Partner Violence and Stalking

UNT Dallas is committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX, Texas laws and University Policies. Please note that all employees are mandated reporters and must report all instances of sexual misconduct, dating violence, sexual assault, domestic violence and stalking to the Title IX Coordinator. If you or someone you know has experienced any form of sex or gender-based discrimination or violence and wish to speak to the Title IX Coordinator, you can email them at titleix@untddallas.edu or file a report [here](#).

Pregnancy, Pregnancy Related Conditions and Parenting Modifications Under Title IX

UNT Dallas is committed to compliance with Title IX, and to supporting the academic success of pregnant and parenting students and students with pregnancy related conditions. If you are a pregnant, have pregnant related conditions or a parenting student (child under one-year needs documented medical care) who wishes to request reasonable related modifications from the University under Title IX, please email the Title IX Coordinator at titleix@untddallas.edu. The Title IX Coordinator will work with your professors and academic unit to provide reasonable modifications needed to be supportive of your education while pregnant or as a parent under Title IX.

Bad Weather Policy:

Campus facilities will close, and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untdallas.edu/police/resources/notifications>.

Inclement Weather and Online Classes:

Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Technology Assistance: To successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you have trouble accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups.

For more information see:

- UNT Dallas Canvas Technical Requirements:
<https://community.canvaslms.com/docs/DOC-10721>
- Canvas Instructure Support & Unsupported Operating Systems:
<https://community.canvaslms.com/docs/DOC-10720>