

11HSA 6198
Information Management in Health Administration
College of Public Health and Health Professions
FALL 2013

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**Note that student meetings for class-related issues should occur during office hours. Additional appointment times are for extenuating circumstances.*

Lectures: Thursdays 9:35am – 12:35pm (HPNP G112)

**Required Texts/
materials:**

Wager, Lee, Glaser. *Health Care Information Systems*. 2nd edition. (2009)
John Wiley and Sons. ISBN: 978-0-470-38780-1
*Available as free e-book from UF Library

Louise Liang (editor) *Connected for Health: Using Electronic Health Records to Transform Care Delivery*. 1st edition. (2010) Jossey-Bass ISBN-10: 0470639377 | ISBN-13: 978-0470639375

Subscription to LectureTools.com, Student engagement and assessment tool (\$15). *More information will follow on how to access this during the semester*

Other readings:

All students should subscribe to and read the daily email newsletters at www.iHealthBeat.org for the duration of the semester.

Additional readings will be distributed in class or electronically.

Course

website: I will use UF's Sakai e-learning site (<https://elearning2.courses.ufl.edu/>) to post readings, lectures, and assignments. You should check the website and your UF e-mail regularly for new material.

Course Overview and Objectives

“Having ready access to timely, complete, accurate, legible and relevant information is critical to health care organizations, providers, and the patients they serve ... The need for quality information in health care has never been greater, particularly as this sector of our society strives to provide quality care, contain costs, and ensure adequate access. At the same time as the demand for information has increased, we have seen advances in information technology – such advances have the potential to radically change how health care services are accessed and delivery in the future” (Wager, Lee & Glaser, 2009).

The purpose of this course is to give students interested in the administration of health care organizations a basis in the fundamental role of data, information and information technology in the delivery of health services. Through a mix of lectures, in-class discussions, readings, and assignments, students will develop a familiarity with:

1. The fundamentals of the management of information systems, including systems analysis and design, databases, networking, security, and systems architecture.
2. Basic information requirements of healthcare organizations and the increasing role of both administrative and clinical information systems.
3. Key information technologies that support health administration, such as EMR, CPOE, and DSS.
4. Critical issues and managerial decisions related to health IT investment and the integration of health IT with organizational processes.
5. Current managerial and policy issues related to the role of health IT in health care reform, quality improvement, and cost reduction.

Targeted Competencies

1. Understand and communicate the value of administrative, clinical, and decision-support technologies in improving organizational performance.
2. Use marketing and needs assessment techniques in support of health care program development and implementation
3. Measure and improve clinical and organizational performance and, as needed, redesign, organizational systems and processes.
4. Use statistical and analytical tools to measure and improve organizational performance.
5. Apply quality improvement principles and evidence-based techniques to analyze and improve patient care processes.
6. Use project management techniques and systems thinking to plan and manage an initiative involving significant resources, scope, and impact.

7. Identify and effectively use appropriate communication vehicles based on audience characteristics and communication goals.

Grading

Your course grade will be determined by:

Homework assignments (3)	15%
Quizzes (3)	36%
Final group project	34%
Class participation	15%

**There will be three assignments over the course of the semester. These may be in various forms, including but not limited to case studies, presentations, or question and answer.*

Grading scale

Percentage or points earned in class	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	Below 60%
Letter Grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Class Attendance and Participation

- Regular attendance is mandatory.
- Attending but not actively participating in class will NOT earn full participation credit.
- Your participation grade will be determined according to your level of participation during in-class activities, discussions, and attendance. As any good information scientist should, I will measure these things explicitly ...
- However, there is also a qualitative component to participation ... thoughtful comments and/or questions that show evidence of reading and critical thinking will earn you more participation credit than off-topic, extraneous comments.

Policy on Collaboration

You are encouraged to discuss coursework in general terms with your classmates. However, unless otherwise stated explicitly by the instructor, the preparation of all coursework should be done individually. If you are unsure about what level of collaboration is appropriate, ask the instructor before beginning an assignment!

Policy on Make-Up Work

You are expected to complete all coursework on time. Late submissions will not be accepted.

Policy on Academic Honesty

Cheating, plagiarism and other violations of the UF Academic Honor code are inexcusable. On all work submitted for credit by students at the University, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." You should assume that any resources outside of your personal class notes, textbooks and materials distributed by the instructor are not authorized as aids on assignments or exams unless explicitly communicated otherwise by the instructor.

UF has licensed an anti-plagiarism service for campus-wide use. This tool gives faculty the ability to use technology to scan submitted papers for matching text so that an instructor can quickly determine if the matches reflect possible plagiarism. Turnitin's web-based program searches out matching and even partially altered phrases from web content and Turnitin databases.

Issues of plagiarism or cheating will result in at least a zero on the exam or assignment and will be referred to the appropriate department, college, and university officials.

Do you really know what plagiarism is?

While it is expected that all UF students fully understand plagiarism, in practice, students submit work that is plagiarized, sometimes unknowingly. Despite this, ignorance is not an acceptable defense for graduate students. The most common forms of plagiarism are:

- Stealing
- Misquoting
- Insufficient Paraphrasing
- Duplicating publication

To avoid submitting plagiarized work in this class, all students should review the following website (<http://www.uflib.ufl.edu/msl/07b/students.html>) and refer to it as needed during the semester.

If you are concerned about plagiarism or unauthorized collaboration or other aids while completing an assignment, discuss your concerns with the instructor BEFORE submitting your work!

Accommodations for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Information on Student Mental Health Services

“Student Mental Health Services (SMHS) of the University of Florida is dedicated to assisting students toward successful completion of educational programs through enhancing and maintaining their psychological and emotional well-being, providing support in situational crises, and treating them when functioning is impaired by stress or psychiatric disorders. All services are confidential.”

Contact: Room 245, Infirmary Bldg.
Fletcher Drive, UF campus
Phone: (352) 392-1171
Web: <http://www.shcc.ufl.edu/smhs/>

Course Schedule

**Note: this schedule is subject to changes in the readings and topic dates in order to accommodate guest speakers and new readings that become available. Please refer frequently to the course Sakai site's Lesson's section for the most recent content.*

Day	Date	Topic	Deliverables	Readings
Module 1: Introduction to Health Information Management and Technology				
Thurs	8/22	Course overview Introduction to health information management		Wager Ch. 1 Escaping the EHR Trap — The Future of Health IT Kenneth D. Mandl, M.D., M.P.H., and Isaac S. Kohane, M.D., Ph.D.; N Engl J Med 2012 Gawande “The Cost Conundrum”
Thurs	8/29	Data quality Health information regulations, laws and policy	HW 1 Due	Wager Ch. 2 Wager Ch. 3
Thurs	9/5	Information technology fundamentals History of health information systems Clinical information systems		Wager Ch. 8 Wager Ch 4; Bernier “Will the Wave Finally Break?” 2005 Shortliffe “Strategic Action in Health Information ...” 2005 “The Computer-Based Patient Record: An Essential Technology for Health Care,” 1997
Module 2: Clinical Information Systems, Adoption, Use and Value				
Thurs	9/12	Clinical information systems (continued)	Quiz 1	Wager Ch. 5 <i>Electronic Health Record Systems – Shortliffe Ch 12</i> (e-book at UF-lib) <i>Clinical Decision Support – Shortliffe Ch 20</i> (e-book at UF-lib) Liang 2010 Foreward, Introduction, Kaiser Permanente HealthConnect: A Primer, Chapter 1 (pp xiii-29)
Thurs	9/19	EHR adoption and use		Charles et al. “EHR Systems and Intent to Attest to Meaningful Use ... 2008-2011”

		Clinical information systems and value		<p>Jamoom et al. “Physician adoption of Electronic Health Record Systems: United States 2011</p> <p>Wager Chapter 15</p> <p>Carr, “IT Doesn’t Matter”</p> <p>Jones et al “Unraveling the IT Productivity Paradox — Lessons for Health Care” New England Journal of Medicine June 2012.</p> <p>Harle and Menachemi “Will Electronic Health Records Improve Health Care Quality? Challenges and Future Prospects, August 2012.</p>
Thurs	9/26	<p>Clinical information systems and value (continued)</p> <p>Meaningful Use and Health IT Policy</p>	HW 2 Due	<p>Liang 2010 - Chapters 5-7 (pp. 89-137), Chapter 9</p> <p>Blumenthal, “Meaningful Use” 2010</p> <p>Meaningful Use, The Road Ahead, Jha, 2010</p> <p>CHIME CIO Guide: Ch 1-2 (www.cio-chime.org/advocacy/CIOsGuideBook/CIO_Guide_Final.pdf)</p>
Module 3: HIT Planning, Implementation and Strategy				
Thurs	10/3	<p>Systems Development Lifecycle (SDLC)</p> <p>Requirements analysis, process modeling</p> <p>Implementing HIT/Managing organizational change</p>	Quiz 2	<p>Wager Ch. 6, 7, Ch. 14</p> <p>CHIME CIO Guide: Chs 14-15 (www.cio-chime.org/advocacy/CIOsGuideBook/CIO_Guide_Final.pdf)</p> <p>Lorenzi et al, “How to Select and Implement EHRs”</p>
Thurs	10/10	<p>Implementing HIT/Managing organizational change (continued)</p> <p>Lessons learned from HIT implementations</p>		<p>Liang Chapters 1-4 and case study (pp. 31-86)</p> <p>Harle, Dewar and Gruber – EHR Case Study, Wager Ch. 11-13</p> <p>DeVore et al. “Lessons Premier Hospitals Learned...” <i>Health Affairs</i> 2010</p> <p>CHIME CIO Guide: Ch: 3-13 (www.cio-chime.org/advocacy/CIOsGuideBook/CIO_Guide_Final.pdf)</p>

Sat-Sun	10/12-10/13	Seminar on Important Issues in Health Information Technology		<i>Location and readings TBA. This is in conjunction with the College of Pharmacy. We hope to allow either in-person or online attendance (recorded lectures)</i>
Thurs	10/17	<i>No in-person class – FHA Meeting</i>		
Thurs	10/24	<i>No in-person class – C-Suite Tour</i>		
Module 4: Special topics in health technology				
Thurs	10/31	Medical device technologies and management <i>Guest lectures</i>		TBA
Thurs	11/7	Health Information Exchange (HIE) Health information standards Health information security	HW 3 Due	Walker et al. 2005 “Value of HIE and Interoperability” Wager Ch 9 Clinical Data Standards in Health Care: 5 Case Studies 2005 Wager Ch 10 Bruce Schneier Articles on risk and information security
Thurs	11/14	HIT case studies HIT organization, alignment and governance Consumer and patient-oriented information systems	Quiz 3	Liang 2010 Chapter 8 Wilson, <i>Patient-Centered E-Health</i> , preface “Getting personal”, The Economist, Apr 16, 2009 “Health 2.0”, The Economist, Apr 16, 2009 Grossman et al. “Information Gap” <i>Health Affairs</i> 2009 Kahn et al. 2009. “What it Takes” <i>Health Affairs</i> 2009 Hawn “Take Two Aspirin” <i>Health Affairs</i> 2009
Thurs	11/21	Final Project presentations		