

University of Florida
College of Public Health & Health Professions Syllabus
Information Management in Health Administration
HSA 6198 (3 credits)
Fall Semester: 2016
Delivery Format: On-Campus
Course Website: lss.at.ufl.edu (Canvas)

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Preferred course communications: Email to TA or instructor
Course meeting times and location:
Monday 9:35am – 11:30am; Wednesday 9:35am – 10:25am (G307)

PURPOSE AND OUTCOME

Course Overview

This course provides an introduction to the management of healthcare information systems. Topics include analyzing system requirements, system design and evaluation, selecting computer resources, and managing the implementation process.

Course Objectives and Relation to MHA Program Competencies

Upon successful completion of the course, students will be able to manage the analysis, planning, design, implementation, and evaluation of a health information system.

1. *Manage the planning, analysis and design activities of a health information system solution* [competencies: LP-0, LP-1, LP-2, LP-3, LP-4, LP-5, LP-6, HOP-0, HOP-1, HOP-2, HOP-4, BAT-1, BAT-3]
2. *Manage the implementation, support and evaluation activities of a health information system solution* [competencies: BAT-0, BAT-1, BAT-3, HOP-1, HOP-4, LP-2]
3. *Research and assess the impact of policy, technology, market and human resource capabilities on an organization's health information system adoption and use* [competencies: HOP-4, HEC-1, HEC-2]
4. *Research and describe the fundamental technological components of today's health information systems* [competency: HEC-1]

*A comprehensive map of MHA program competencies, course objectives and assessments can be found at the end of this syllabus.

Instructional Methods

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. Unlike a traditional lecture-style course, this course involves a significant amount of in-class discussion and interaction among students and with the instructor. Typically, these interactions and discussions will be directly based on pre-assigned readings, videos, or assessments that must be completed in advance of each class meeting. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

We will refer to this learning process as **Blended Learning**.

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

DESCRIPTION OF COURSE CONTENT

Outline/Course Schedule

*** Note: this schedule is subject to change. Please refer frequently to the course website for the most recent content.*

Modules	Class Meeting Dates	Readings	Assignments	Monday Topics	Wednesday Topics
1	Aug. 22, 24	Wager Ch. 1	See Canvas for assignment dates	Introductions; technology/demo; syllabus; lecture 1A;	Introduction to Canvas; Binary;
2	Aug 29, Aug 31	Wager Ch. 1	See Canvas for assignment dates	Lecture 1B Introduction to Health Information Systems	Lecture 2A Health Care Data Quality Introduce informatics Flow charts
3	Sep. 5, 7	Wager Ch. 2	See Canvas for assignment dates	<i>No Class (Labor Day)</i>	Lecture 3A Regulations, laws and standards Set up video assignment for standards
4	Sep. 12, 14	Wager Ch. 3	See Canvas for assignment dates	Lecture 3B and 4A History and evolution of Health Care Information	Student videos related to standards and real-world applications
5	Sep. 19, 21	Wager Ch. 4,	See Canvas for assignment dates	4B History and evolution of Health Care Information	Enhancing quality of patient care with health IT
6	Sep. 26, 28	Wager Ch. 5	See Canvas for assignment dates	Clinical information systems	Part 2
7	Oct. 3, 5	Wager Ch. 6	See Canvas for assignment dates	System implementation	Develop a plan to accelerate change in an organization
8	Oct. 10, 12	Wager Ch. 7	See Canvas for assignment dates	System acquisitions Systems development life cycle from Chapter 8-9	Prepare a RFQ, vendor audit, develop a negotiation strategy

9	Oct. 17, 19	Wager Ch. 8	See Canvas for assignment dates	Health care information systems adoption, use, and value	Practice design planning
10	Oct. 24, 26	Wager Ch. 9	See Canvas for assignment dates	Information technology change	Deriving value
11	Oct. 31, Nov. 2,	Wager Ch. 10	See Canvas for assignment dates	Information technology- based change, implementation challenges	Project group work and feedback
12	Nov. 7, 9	Wager Ch. 11	See Canvas for assignment dates	Electronic health record; meaningful use; HIPAA Encryption, Encryption Encrvption	<i>No Class (Veterans Day)</i>
13	Nov. 14, 16	Wager Ch. 17	See Canvas for assignment dates	Strategy considerations and the competitive value of IT	Practice evaluation planning
14	Nov. 21, 23	Wager Ch. 1-6	See Canvas for assignment dates	IT governance Managements role in major IT initiatives	<i>No class (Thanksgiving)</i>
15	Nov. 28, 30	Wager Ch. 7-17	See Canvas for assignment dates	Project management	Value realization
16	Dec. 5, 7		See Canvas for assignment dates & UF Exam Date	Project presentations	Project presentations

Course Materials and Technology (Required)

Textbooks

Wager, Lee, Glaser. *Health Care Information Systems*. 3rd edition. (2013) John Wiley and Sons. ISBN: 9781118173534

*Available as free e-book from UF Library (you must be logged on to UF VPN if off campus) <http://www.books24x7.com/marc.asp?bookid=58155>

Other readings

Additional readings may be distributed through the course website

Technology

Subscription to iHealthBeat.org daily newsletter (free)

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Quizzes

Students will complete short quizzes throughout the semester. Quiz openings and due dates are in Canvas.

Discussions

- Discussion quizzes are open-ended questions to be discussed in class the following week.
- Discussion boards are discussion prompts you will comment on in your discussion groups in Canvas.

Projects

Projects are shorter assignments to include infographics, briefs, short videos, Gantt chart and short in-class assignments. Details of each deliverable will be provided throughout the semester in Canvas.

Presentations

Presentations are longer assignments to include P3 videos, papers and formal in-class presentations. Details of each deliverable will be provided throughout the semester in Canvas.

Professionalism

Grades will be determined according to the level of participation during in-class activities, discussions, and attendance throughout the semester. Thoughtful comments and/or questions that show evidence of reading and critical thinking will earn you more credit than off-topic, extraneous comments. The instructor reserves the right to reduce grades for unprofessional behavior.

Exam

The exam is comprehensive covering all the chapters and materials covered in the course.

Weighting

Quizzes	Weekly quizzes	10%
Discussions	Discussion boards, discussion quizzes	15%
Projects	Infographics, briefs, short videos, Gantt chart	20%
Presentations	P3 videos, papers, formal in-class	30%
Professionalism	On time daily attendance, participation, etc.	5%
Final Exam	All chapters and materials covered	20%

Point system used (i.e., how do course points translate into letter grades).

Points earned	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	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

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://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Quiz Policy

- Quizzes are to be completed online via the course website on Canvas.
 - ✓ Quizzes must be completed individually with no aids. Disallowed aids include but are not limited to class notes, books, online resources, or other people.
 - ✓ Students may not discuss any aspect of a quiz with classmates or others until after the quiz due date/time has passed.
 - ✓ Potential schedule conflicts preventing a student from completing a quiz by the due date should be reported to the instructor as soon as possible before the quiz becomes available on the course website.
 - ✓ Any technical issues should be initially reported via email to the instructor prior to the quiz end date/time. Make-up quizzes due to technical difficulties will not be considered otherwise.

Policy Related to Make-up Work

Late assignment or quiz submissions will not be accepted outside of extraordinary circumstances and may resolute in a zero.

Policy Related to Required Class Attendance

Regular attendance is expected. Students should notify the instructor about upcoming absences as soon as they become aware of potential conflicts. Multiple absences may result in a reduction of a student's class participation grade. Excessive absences may result in further reductions to a student's final grade.

Job interview conflicts: The attendance policy applies to absences due to job interviews. Students should make all efforts to schedule job interviews outside of class time. If phone or online job interviews coincide with class (or commute to class) time, students should contact the instructor in advance about arranging office/phone/computer space in the department to minimize time away from class.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <http://www.registrar.ufl.edu/catalogarchive/01-02-catalog/academicregulations/academicregulations013.htm>

Policy on Collaboration

Unless otherwise stated explicitly by written instructions, 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 any graded deliverable.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Communication Expectations

Students are permitted to use computers and other electronic devices during class for course-related tasks only as identified by the instructor or TA. If the use of such devices becomes distracting to the instructor or others, students may be asked to discontinue using the device. The expectation is any use of technology either on a school or personal device will be conducted in a professional and appropriate manner.

For further clarification about appropriate email, threads, chats and online collaborations please visit *Netiquette Guidelines*: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
[X](#)

* Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

College of Public Health and Health Professions Inclusive Learning Environment:

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Map of MHA Program Competencies, Course Objectives and Assessments

Competency	Course Objective	Activity	Assessments
LP-0, LP-1, LP-2, LP-3, LP-4, LP-5, LP-6 HOP-0, HOP-1, HOP-2, HOP-4 BAT-1, BAT-3	Manage the planning, analysis and design activities of a health information system solution	Needs statement /Identifying stakeholders activity In-class and video presentations Practice requirements analysis activity Practice process modeling, analysis, and specification activity Practice design planning	Project assignments 1-5 Final project paper and presentation Class participation
BAT-0, BAT-1, BAT- 3 HOP-1, HOP-4 LP-2	Manage the implementation, support and evaluation activities of a health information system solution	Practice implementation planning Practice evaluation planning	Project assignments 6, 7 Final project paper and presentation
HOP-4 HEC-1, HEC-2	Research and assess the impact of policy, technology, market and human resource capabilities on an organization's health information system adoption and use	Article critique and discussions (IT Doesn't Matter)	Final project paper and presentation Class participation
HEC-1	Research and describe the fundamental technological components of today's health information systems	Epic EHR demonstration and in-class activity	Quizzes Class participation