

HSA 655: Health Information Systems and Management

Michelle Chandler, Ph.D., MPAS

Syllabus

Spring 2017

Instructor	Michelle Chandler, Ph.D., MPAS
Office	TBA
Office Hours	Immediately prior to class; immediately following class Additional meeting times by appointment
Phone	Preferable means of communication: email
E-mail	MCHANDLER@Rollins.edu
Class meetings	Saturday 9:00am-12noon Location: BUSH 201 In-class meetings dates: 1/28, 2/11, 2/25, 3/11, 3/25, 4/8, 4/22, 5/6 Face-to-face lectures supplemented by online instruction using Blackboard web platform

Course description:

HSA 655 Health Information Systems and Management (4)

This course examines the use of various health information systems in supporting various health care systemic and organizational functions. It emphasizes the health services administrators use of information systems to integrate clinical, financial and human resources data to support managerial decision-making. It focuses on the selection, management and evaluation of various health care information systems.

Course Overview:

This course will provide an overview of the various technologies used to facilitate the input, storage, access, analysis, and communication of data in the healthcare setting. The course will further examine ways in which this information is used to identify inefficiencies in the delivery of clinical services and to develop strategies to improve both organizational productivity and quality of care. Topics presented in the course will emphasize the management of health information systems to implement successful informatics-based projects/programs within the healthcare organization. Specific areas of focus will include e-commerce, creation of digital data, business intelligence, and analytics initiatives currently utilized by exemplary healthcare systems in the United States.

Credit Hour Statement

This course is a four credit-hour course. The value of four credit hours results from work expected of enrolled students both inside and outside of the classroom. Rollins' faculty require that students average at least 2 ½ hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations are readings, research, writing, and projects.

Course Objectives

Upon completion of this course, the successful student will be able to:

- Discuss methodologies used to design, implement, and manage effective health information systems
- Constructively evaluate health information systems currently adopted by preeminent U.S. healthcare organizations
- Formulate a viable healthcare informatics initiative emphasizing the integral components of project architecting
- Employ analytics to evaluate trends in clinical care that demonstrate quality, safety, effectiveness, and efficiency of service delivery
- Abstract and report data for facility-wide quality management and performance improvement programs
- Discuss future applications of healthcare analytics and the potential impact of these applications on population health

Required Text

Healthcare Informatics: Improving Efficiency through Technology, Analytics, and Management, Kudyba, S. P. (2016) CRC Press, Taylor and Francis Group, Boca Raton, FL.

ISBN-13: 978-1498746359/ISBN-10: 1498746357

Additional materials:

To supplement the required text, several articles, case studies, web links and videos will be used throughout the semester to emphasize integral concepts. These materials will be posted in the respective course modules or distributed to students during in-class sessions.

Web resources:

- Florida Department of Health: <http://www.doh.state.fl.us/>
 - Florida Department of Health Statistics: http://www.doh.state.fl.us/planning_eval/phstats/index.html
 - Morbidity and Mortality Weekly Report: www.cdc.gov/mmwr
 - FEDSTATS: www.fedstats.gov
 - Weekly Epidemiological Record: www.who.ch/wer
 - Agency for Health Care Research and Quality: www.ahrq.gov
 - National Committee on Quality Assurance: www.ncqa.org
 - National Center for Health Statistics: www.cdc.gov/nchs
 - National Committee on Vital and Health Statistics: <http://www.ncvhs.hhs.gov/>
 - Risk Adjustment: www.riskadjustment.org
 - Behavioral Risk Factor Surveillance System, CDC: <http://www.cdc.gov/brfss/>
 - Hospital Ranking: www.healthgrades.com
 - Centers for Medicaid and Medicare Services: www.cms.gov
 - Community Health Assessment Resource Tool Set (CHARTS). This site includes such health statistics as births, deaths, disease morbidity, population and behavioral risk factors. <http://www.floridacharts.com/charts/chart.aspx>
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Course Management System:

We are using Blackboard this semester. The link to log in is [www.https://blackboard.rollins.edu](https://blackboard.rollins.edu) Using Blackboard is not optional. Your assignments will be posted in Blackboard and submissions of your assignments will be via Blackboard. For this reason, if you have trouble accessing the site, contact the helpdesk at x6363 or helpdesk@rollins.edu (and copy me at

MCHANDLER@rollins.edu) as soon as you have issues. I strongly suggest that you log onto Blackboard at least three times a week to check for announcements, discussion posts, and other course activity. You are responsible for all material on Blackboard, and failure to log into the course site regularly is not an excuse for missed work or information.

Email:

Although Blackboard has an email/messaging tool, I may use your school email as well. Please check your Rollins email at least three times a week to make sure you are aware of campus activities and course updates. As this is my primary means of communicating with the class, it is imperative that you frequently check your email messages.

Some added recommendations regarding email communication:

- If it is absolutely necessary for you to forward email from a system outside the course (in the case that our system is down and you have an emergency), make certain that your "Subject" heading begins with "HSA655" followed by the specific topic of the email. Failure to format your heading in this way may result in your message being considered "spam" and remaining unread.
- Generally, I will respond to your e-mail within 24-48 hours but remember that certain unanticipated circumstances may arise that might delay my response to your concerns. Whenever possible, I will keep you updated as to any events that might prevent me from communicating with you in a timely fashion.
- NEVER send an email to "All Students" since it will create the effect of "spam" in the email system in Blackboard. Only send emails to one or two individuals or your instructors for specific interaction. If you want to make a comment or ask a question to all the students in the class, you should use the appropriate section on the "Discussions" page.
- Be patient. Do not expect an immediate response when you send a message. Generally, two working days is considered a reasonable amount of time to receive a reply. Typically, I will respond to your email within 24-48 hours. Include "Subject" headings: use something that is descriptive and refer to a particular assignment or topic.
- Be courteous and considerate. Being considerate of others online is just as important as being courteous and considerate in the classroom.
- Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
- Break up large blocks of text into paragraphs and use a space between paragraphs.
- Sign your e-mail messages.
- Never assume that your e-mail can be read by no one except yourself; others may be able to read or access your mail.

Communication and Grading Expectations:

The majority of your questions about the class or about assignments should be posted in the Blackboard discussion: General Class Discussion. If you have a more private or urgent question, please email me using the Blackboard email tool or your Rollins email account. **I will not respond to emails sent from personal email accounts.** You should expect a response within 48-72 hours, not including weekends or holidays. Additionally, I will attempt to have all work graded within one week.

Policy on making up work:

As all assignments in this course will be open for a substantial period of time, it is expected that, barring extenuating circumstances, all work will be submitted on time. Again, barring extenuating circumstances, assignment deadlines are final and extensions are not provided. Extenuating circumstances are those events that involve a medical/legal emergency and warrant consideration based on the student's need to missed classes over a retracted period of time. You are encouraged to keep track of all due dates and to be proactive - not reactive- in notifying me of problems that you encounter in the completion of these assignments. **As a general rule, late assignments will not be accepted.** I do not allow assignments to be revised/resubmitted after your work has received a grade/instructor comments. Use my feedback on your assignments to guide your completion of the next assignment; please see me if you have any questions regarding my comments/scores on the assignments. Assignments and classroom activities cannot be "made up" and no "extra credit" opportunities will be offered in this course.

Work is due on the day and at the time set by the instructor.

Attendance policy for course:

Class sessions are held during those weeks noted in the syllabus and attendance during each in-class session is mandatory. Failure to be present for the entire lecture will constitute an absence.

- Attendance will be taken at each in-class session and a record of student absences will be maintained. Those students entering the classroom late or exiting the lecture early will accrue an absence. If extenuating circumstances do arise -hospitalization, jury duty, etc. - please let me know in advance or as soon as possible so we can make arrangements for you to keep up in class. I reserve the right to make exceptions to my attendance policy on a case-by-case basis.
- In this course, there is no designation of absences as either "excused" or "unexcused"; any missed mandatory class session constitutes an absence and is recorded as such. For this reason, there is no need to present any form of documentation for any missed session(s). Do not forward notes from medical providers, family members, or employers to verify the set of circumstances that prevented you from attending class (or submitting an assignment on

time). Again, extenuating circumstances may arise and these will be considered on a case-by-case basis. Otherwise, the policy as stipulated in the syllabus will be upheld.

- Students are expected to attend class, arrive on time, and stay for the entire class period. Students who miss 2 or more classes will receive an F in the class. Students who have missed one class prior to midterm should consider dropping the course. Arrive on time and you will not have any problems. Arriving late or leaving early will result in an absence.

Official exceptions to this attendance policy exist for religious observances, jury duty, military service, or college business. If you miss class because of any of these, you must confer with me **before** the missed class, preferably during the first week of class, if possible. Classes missed for any of these activities without notice will be treated as any other absence, at my discretion.

Rollins Expectations and Policies

Grading Scale

90-100	= A
80-89.99	= B
70-79.99	= C
60-69.99	= D
59.99 or less	= F

Course Materials and Student Work:

Unless notified in writing I reserve the right to retain and use any materials (written, video, or in other media formats) generated in this class for College assessment purposes. All materials will be kept anonymous. If you disagree with this policy you must inform me in writing by the end of the second week of the term.

The Honor Pledge and Reaffirmation:

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge

is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Course and Instructor Evaluation

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments. For the fall and spring terms, the online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. For the summer term, the CIE process will be open for a period of seven days for the six-week sessions. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form. Please note that independent studies, internships, and applied music courses (MUA) are excluded from the online process. Also excluded for confidentiality reasons are courses with enrollments of three or fewer students.

Disability Services Accessibility Needs Statement:

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

If you are a person with a disability on this campus, or who will be visiting this campus, and anticipate needing any type of academic/medical accommodations in order to participate in your classes or a campus activity, please make timely arrangements by disclosing this

disability need in writing to the Disability Services Office at (Box 2772), Mills Building, 1000 Holt Ave., Winter Park, FL, 32789.

Appointments can be scheduled by calling 407-646--2354 or by emailing: gridgeway@rollins.edu or jviera@rollins.edu.

TJ Tutoring and Writing Consulting:

The TJTWC, located in the Olin Library, aims to create a comfortable, responsive community where students, faculty, and trained peer writing consultants can collaborate at any stage of the writing process. Through one-on-one consultations and occasional group sessions, consultants share strategies that empower students to enhance their writing skills in a variety of academic disciplines and at every step of the writing process. We encourage students to take personal responsibility for improvement and achievement in their writing.

Assignment Protocols

- All assignments must be turned in via the "Assignments" tool or, if they are a discussion assignment, using the "Discussions" tool. Otherwise, assignments cannot be graded. Please submit assignments on or before the due date and time indicated. There is no excuse for late work. Late work will not be accepted.
- All assignments are required to be submitted to "Turnitin", and in those cases, Blackboard will submit those assignments automatically when you use the "Assignments" tool. You do not need to submit assignments separately to Turnitin.com.
- **Please** do not attempt to forward missed or late assignments to me; work that has not been submitted using the appropriate "Assignments" tab will not be accepted and will receive a "0."
- I will typically be made aware of any problems within Blackboard that impact the entire class; in such cases, I will formulate an equitable resolution to the issue. If the "glitch" is one that is determined to be due to student error, it is beyond the instructor's control and any resultant grade penalty will apply.
- Each assignment will be submitted following the instructions in the narrative for that assignment. Please read these instructions very carefully and contact me if you have any specific questions regarding the assignment. Do not wait until your score has been posted to inform me that you did not understand the narrative for the assignment; be proactive in all assigned work.
- Assignments will be posted as a Word attachment using .doc or .docx file formatting. Using any other formats may result in problems opening and reviewing your work. Unless there are different instructions stated in the narrative for the assignment, follow the guidelines that I have stipulated in the syllabus.
- Please practice safe computing by having a virus detection program loaded on your computer that checks for viruses on email, attachments, document, etc.
- Please note that assignments have specific word count requirements. Titles, subtitles, references, headers, footers, links, etc. are not to be included in the total word count

stipulated for the assignment. Please make certain that you adhere to the page guidelines. Do not go over or under the stated page lengths.

- Make certain that you review your work for spelling and grammatical errors before you submit your assignments.

Evaluation and Grading

Letter Grade	Points	
A	900-1000	
B	800-899	
C	700-799	
D	600-699	
F	599 or below	
Assignment	Point Value	Total Points
Case studies (3)	80 points	240
Discussion questions (3)	60 points	180
Project: Paper (1)	300 points	300
PowerPoint presentation (1)	100 points	100
Participation: In-class activities (5)	20 points	100

Total assignments = 13

Total points = 920

Assignments

This course is comprised of 15 units and parallels the progression of chapters in the required text that will serve as the primary resource for any assigned work. Throughout the semester, the instructor will note any additional resources that contribute to the objectives of the module

and will assign supplemental readings as indicated. The first unit provides an introduction to information technology with each of the following fourteen units presenting a more comprehensive examination of selected topics. Students are expected to complete assigned readings and be prepared to participate in class discussions regarding the main issues addressed in each chapter.

The deadline for each assignment will be Sunday evening at 11:59 p.m. Assignments turned in after the deadline will not be accepted. Most assignments will require that you attach a file using the "Assignments" tab in the Blackboard course menu.

Be sure to read the questions, cases, and posted assignment descriptions very carefully and make sure that you address all components of the question(s) or assignment(s). The discussion questions and case studies are designed to assess your understanding of the material and to provide an opportunity for you to express your perspective on selected topics. In certain assignments, there will be no "absolutely right" or "absolutely wrong" answers. To receive a "good" grade, you **MUST** support your opinion with properly cited information extracted from your text, reputable Internet sites, peer-reviewed journal articles, etc. Additionally, I expect your completed assignments to be free of errors in spelling, grammar, punctuation, and sentence structure. I expect your work to convey a scholarly tone.

Assignment guidelines:

Class activities (5): Class sessions are intended to provide a learning environment for the student; one that promotes interaction and the sharing of ideas. It is expected that students will be prepared to participate in all class discussions and regularly contribute to these discussions. Students will be encouraged to ask questions, make comments, and agree/disagree with each other and/or the instructor. Please read the assigned chapters of the Kudyba text and any supplemental materials that have been posted by the instructor. During five of the mandatory in-class sessions scheduled this semester, students will work in small groups to complete an activity incorporating the essential concepts presented in lecture. These activities will contribute to the "Participation" grade for this course. Responses to these activities will be discussed prior to the conclusion of class and students will have the opportunity to share group approaches to the activity. If you have any questions or concerns regarding your "Participation" points, please contact the instructor.

Discussion question assignments (3): Students will be asked to respond to several questions posted by the instructor regarding an issue emphasized in the assigned readings. The discussion question may involve more than one topic and students will be asked to provide responses based on referenced works and will also be asked to provide an opinion regarding the subject

matter. The discussion questions will be posted as a narrative in the “Assignments” section of Blackboard. Responses to the discussion questions will be submitted as a word document using the “Assignments” section in Blackboard.

Discussion Question Guidelines

- Your response to the discussion question must be of sufficient length to permit the instructor to assess your understanding of the subject matter. I recommend that your response to the discussion question consist of no less than 500 words. **This assignment should include cited works as indicated with a list of references to be presented at the conclusion of the document.**
- Please single-space your discussion.
- Do not attach a cover sheet/title page with your posting.
- Please make sure your response relates to the relevant concepts explored in the question and that all components of the discussion question are addressed.
- **Discussions posted after the due date will not be graded.**
- You must submit your response to the discussion question as a word document posted in the “Assignments” section of the web course. Use only .doc or .docx files; any files that cannot be opened will be returned to the student and the delay may result in a “missed” or “late” status for that assignment.
- Please remember to put your name on all documents submitted.
- A rubric will be posted to guide your responses to the discussion questions.
- It is expected that these assignments will integrate available peer-reviewed literature to support your response; no less than one (1) additional resources beyond the course text should be utilized in the completion of these assignments.
- It is expected that your responses to the discussion questions will utilize at least one additional resource beyond the course text. All resources used in the completion of these assignments should be properly cited within the content of your discussion and should be included in the listed references. Remember that you should locate credible, reputable sources of information to support your discussion; peer-reviewed literature used in the completion of these assignments should have a publication date no earlier than 2013.

Case studies (3): Students will complete a number of case study analyses, each one relevant to a topic covered in the unit assigned for that week. The case study question(s) will be posted as a narrative in the “Assignments” section of Blackboard. The case studies will ask the student to respond to a specific scenario and/or to examine a specific issue. Responses to the case studies will be submitted as a word document using the “Assignments” tab and grading of the activity will be based on a rubric provided by the instructor. The length of the response may vary based on the complexity of the issue selected for each assignment but it is expected that the student

will compose a response of adequate length to reflect a thorough understanding of the subject matter. The length of the posting should be no less than 500 words and should include cited works as indicated.

- **This assignment should include a list of references at the conclusion of the document.**
- It is expected that these assignments will involve a fairly robust review of the available literature; no fewer than 2 additional resources beyond the course text should be utilized in the completion of these assignments.
- Please single-space your discussion.
- Do not attach a cover sheet/title page with your posting.
- **Assignments posted after the due date will not be graded.**
- You must submit your response to the case study as a word document posted in the “Assignments” section of the web course. Use only .doc or .docx files; any files that cannot be opened will be returned to the student and the delay may result in a “missed” or “late” status for that assignment.
- Please remember to put your name on all documents submitted.
- It is expected that your responses to the case studies will utilize at least two additional resources beyond the course text. All resources used in the completion of these assignments should be properly cited within the content of your discussion and should be included in the listed references. Remember that you should locate credible, reputable sources of information to support your discussion; peer-reviewed literature used in the completion of these assignments should have a publication date no earlier than 2013.

Final Exam Project: Individual paper + PowerPoint presentation

The project assigned for this course will consist of an individual essay pertaining to a specific organizational scenario provided by the instructor. The scenario will involve topics explored this semester and will focus on the application of informatics in the delivery of healthcare services. The student will be asked to complete a scholarly, well-organized, well-written, well-researched paper incorporating the material covered throughout the semester. The assignment will be used to gauge the student’s understanding of the main concepts presented in the course and should be composed in such a way as to express a thorough comprehension of the course material. Specific instructions and requirements for this assignment will be posted in a separate document located on the “Documents” page of Blackboard. The final exam paper will be submitted to Turnitin using the designated assignment tab located on the “Documents” page in Blackboard.

PowerPoint slideshow:

Each student will submit no more than 7-8 slides that convey the main points of your final project assignment. This presentation should be professional in appearance and one that you would convey to a healthcare organization/agency.

Your PowerPoint presentation should include the following:

- Introduction: Include a title for your presentation, your name, course identification, term.
- Significance of the project: Note the reasons why you selected the particular issue examined in your essay and the impact of the issue on the healthcare organization.
- Research findings: Note the integral conclusions of the literature that you located for this assignment.
- Communication plan: Emphasize the stakeholders “recruited” in your approach and note the ways in which your plan utilizes the key concepts related to informatics/health information systems.
- References: Note all resources used in the completion of the project

Each PowerPoint presentation will be submitted using the designated “Assignments” tab in Blackboard.

Each student is required to submit the final exam essay to your instructor through the assignment tool **and** to turnitin.com, a service employed by the university to determine any indications of plagiarism on a written submission. *Failing to submit written essays or term projects as specified shall be considered an admission of dishonesty and shall result in a failing grade for the course.*

IMPORTANT DATES:

January 18	Term Start for Holt undergraduate and Holt graduate programs* Tuition Due by 5:00 p.m. Payment Schedule See Policy for additional information regarding attendance and refunds.
January 20	Last day to submit independent study proposals. Student should be aware that some academic departments have earlier submission deadlines. The Holt School will defer to the departmental deadline in such cases.
March 13-19	Spring Break
April 4	Last date to withdraw without academic penalty
April 12-26	Course and Instructor Evaluations
May 9	Term End for Holt undergraduate and Holt graduate programs
May 10 at 9am	Grades Due for Graduating Students
May 13	Spring Graduation Ceremony at 10:00 a.m.

May 15 at 9am	Grades Due for All Other Students
May 18	Grades Available for Viewing

COURSE SCHEDULE
HSA655: HEALTH INFORMATION SYSTEMS AND MANAGEMENT
SPRING 2017

UNIT	WEEK	READINGS	ASSIGNMENTS
	Start of classes 1/18	None	- Review course syllabus/course expectations/assignment schedule - Contact instructor with any questions - Read Chapter 1 (Kudyba text) prior to the first in-class session
1	1/23 First class session 1/28 9am-12noon	Kudyba Ch. 1	Course overview Review of key terminology Video and discussion: Data integration in critical care
2	1/30	Kudyba Ch. 2	Discussion question #1 Due Sunday 2/5 11:59pm
3	2/6 Class session 2/11 9am-12noon	Kudyba Ch. 3	In-class activity #1
4	2/13	Kudyba Ch. 4	Case study #1 Due Sunday 2/19 11:59pm
5	2/20 Class session 2/25 9am-12:30pm	Kudyba Ch. 5	In-class activity #2
6	2/27	Kudyba Ch. 6	Discussion question #2 Due Sunday 3/5 11:59pm

7	3/6 Class session 3/11 9am-12noon	Kudyba Ch. 7	In-class activity #3
8	3/13 SPRING BREAK	Kudyba Ch. 8	No assignments due this week Use this time to research various topics for the final exam project and reflect on your approach to the paper
9	3/20 Class session 3/25 9am-12noon	Kudyba Ch. 9	In-class activity #4
10	3/27	Kudyba Ch. 10	Case study #2 Due Sunday 4/2 11:59pm
11	4/3 Class session 4/8 9am-12noon	Kudyba Ch. 11	In-class activity #5 Address questions regarding the final exam project
12	4/10	Kudyba Ch. 12	Discussion question #3 Due Sunday 4/16 11:59pm
13	4/17 Class session 4/22 9am-12noon	Kudyba Ch. 13	Finalize final exam topics Video: Analytics and “Hot Spotting” Small group discussion
14	4/24	Kudyba Ch. 14	Case study #3
15	5/1 Last class session 5/6 9am-12noon	Kudyba Ch. 15	Video: Decision support systems Small group discussion Course wrap-up
			Final exam due May 9, 2017 NOON