Syllabus for MHA 5870 Fall A 2022

Contact Information

Instructor: Dr. A. Blake Hendrickson, FACMPE

Instructor reserves the right to adjust the syllabus and/or course schedule

Office: Dunn Center Room 264

E-mail: hendricksona@apsu.edu

Course: MHA 5870: Health Informatics Fall A 2022; August 22nd to October 13th

Course Details: Asynchronous via D2L

Phone: 931-221-6351

Cell Phone: Please use with discretion: 615-938-0220

Course Details: Asynchronous via D2L

Office Hours:

Monday: 1:00 to 2:30 PM, Tuesday 10:00 to 11:00 a.m., Wednesday 11:30 to 1:00 p.m., and Thursday 10:00 to 11:00 a.m.

The hours listed above include contact via email, in person in my office (please email to confirm time.) If you wish to communicate with a Zoom meeting (during office hours), that is also available.

Zoom link: https://apsu.zoom.us/j/9598216766

A suggestion: If you wish to lock down a time where I have on my calendar to speak to you during office hours, email me at least 24 hours before and I will mark you down as an appointment through in-person.

I will be available to meet students in person who "drop" in, however those meeting with an appointment will have priority.

Textbook: Required

"Health Informatics: A Systems Perspective"

Editors: Gordon D. Brown, Kalyan S. Pasupathy & Timothy B. Patrick (AUPHA/HAP Book)

ISBN#: 978-1640550056

Other supplemental readings may be required by the instructor.

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Course Description: Description: Students of the class will be able to show comprehension of types of health care providers and the corresponding information technologies and data issues vital in health care. This course introduces the use of computers, technology, and data as informative tools to aid in healthcare managerial decision-making. Students develop skills in database access, database management, and information systems to promote sustainability and quality advantage in healthcare. Topics addressed include the selection, analysis, design, implementation, operation, and evaluation of health information systems in a variety of healthcare systems such as hospitals, medical practices, and community agencies**.**

Course Resources

1) Computer with basic audio/video output equipment and webcam

2) Internet access (broadband recommended)

3) *Microsoft Word (for required course documents)

4) *Microsoft Excel (for required course documents)

5) *Microsoft PowerPoint (for required course documents)

6) Additional resources may be required by instructor

Failure to have a working computer or access will not be an excuse to accept late assignments. If D2L is not available or fails, then accommodation for assignments affected will be considered.

Course Description:

MHA 5870 Health Informatics

Credit Hours: 3

Prerequisite: MHA student or permission of Chair

Instructor: Hendrickson

Description: Students of the class will be able to show comprehension of types of health care providers and the corresponding information technologies and data issues vital in health care.

Course Goals:

1.   Students will develop an understanding of open systems theory and the transformative power of information technology (IT).

2.   Students will discuss the differences between management information systems and health systems informatics and will apply the principles of knowledge management to clinical decision processes and clinical decision making.

3.   Students will discover how to conceptualize the design of a health system that achieves optimal clinical outcomes tailored to individual patients.

4.   Students will explain the characteristics of effective clinical decision support systems, relevant policies, and barriers to their adoption.

5.   Students will assess the data-mining applications in healthcare organizations, method and structures of databases, and discuss the contribution of the electronic health record to a knowledge-based system.

6.   Students will discuss the structure for financing a health system, describe the challenges with existing financing mechanisms, and conceptualize the valuation of healthcare services in terms of financing and organizational models.

7.   Students will identify and differentiate different platforms for e-health applications, explain consumer health informatics concepts, and will identify ethical and practical considerations pertaining to the use of consumer-facing technologies.

8. Students will identify the technical safeguards required by HIPAA Security Rule as to be able to identify the security and privacy risks of applying data-mining analytics

9. Students will describe biomedical terminologies, terminology problem, and its relation to interoperability of information.

10. Students will discuss the key features of an information management strategy, types of data in a healthcare organization, and explain how information management strategy can guide investments and decisions.

Instructional Procedures

Readings, problem-solving assignments including end of chapter review questions, discussion boards, exams, and narrative project

Grade area

Case Studies Answers: 5 at 30 points each	150 points
Mid Term and Final (100 points each)	200 points
Long-Term Assignment	150 points
Total	500 points

Grade Points		
450 – 500	=	A
400-449	=	B
350-399	=	C
300-349	=	D
Below 300	=	F

To calculate your percentage/letter grade during the course, divide the total number points you have earned by the total number of points possible and multiple by 100. This will give you the percentage associated with the letter grades.

Grades earned will typically be reported in D2L as points towards 500 total possible. Students may track these and determine a grade status by dividing points earned to date by points possible to that date. Accumulated points earned by the students will determine final grades. Points earned can be matched to a letter grade using the schedule above.

Expectations

Exams will cover the materials assigned. The final exam may include material from previous exams.

There will be no points earned for assignments submitted late, unless the instructor is convinced circumstances warrant full or partial credit.

An online course represents a convenience of not having to commute to or attending class physically. However, students are expected to be available during the window of opportunity made available to take online exams and participate fully in discussion boards. Students are also expected to stay current with assignments and readings so the limitation on time to take exams is not a barrier to performance.

Make-up exams may be given only to those students who have made arrangements with the instructor prior to the regularly scheduled assignment. Discretion may be applied as to whether the reason for missing a scheduled exam is valid.

Read the syllabus and the links information in D2L to fully understand an assignment.

Check in on the D2L news and announcements every day to stay up to date and get information about the exams, assignments, or discussion boards.

An attempt will be made by the Instructor to respond to student emails within 24 to 36 hours of receipt, especially during the weekdays.

Disability

Any student with a disability that may affect his or her academic performance is encouraged to make an appointment to discuss this matter with the course professor or by contacting the Office of Disability Services @ telephone 931-221-6230, voice 221-6278.

Course Repeats

A student who receives a grade of "D" or "F" in a course in his/her program of study must repeat that course. The repeated course grade will be averaged with the original grade earned and the Request to Repeat Graduate Course form is not required. (If a student receives a grade of "D" or "F" in a course outside his/her program of study, repeating the course is optional.) All attempts to repeat a course will be included in the cumulative Grade Point Average (GPA) with the original grade of "D" or "F."

To repeat a course in which a student receives a grade of "A" or "B," approval from the provost is required. In this case, the student must complete a Request to Repeat Graduate Course form and submit it to the provost who will forward it to the Office of the Registrar. The repeated grade earned will be averaged with the original grade of "A" or "B." A student is not required to repeat a course in which a grade of "C" was earned; nevertheless, if s/he repeats that course, a Request to Repeat Graduate Course form submitted to the Provost is not necessary. The repeated course will be averaged with the original grade of "C." The Request to Repeat Graduate Course form is located on the College of Graduate Studies website at http://www.apsu.edu/cogs/.

Course Withdrawal Limitations

A student who earns four (4) Withdrawals ("W"s) will be placed on academic probation. If the student receives another "W" (≥ five (5) "W"s) s/he is suspended for one academic semester. A student on academic suspension from the College of Graduate Studies may not be admitted to, or continue in, any graduate program at APSU for credit or grade point average. Students must adhere to the Academic Suspension process for re-admittance

Conduct

Open discussion is encouraged. However, demeaning, abusive, or derogatory language regarding race, gender, age, nationality, religious, or sexual preference is not acceptable and may lead to disciplinary action.

Plagiarism

The use of another person's ideas and /or writings without proper acknowledgement is not tolerated in the Department of Health and Human Performance or at Austin Peay State University. Penalties for plagiarism range from earning no credit on an assignment to failing a course to expulsion from the University.

A frequent error made by students is to not give credit in an assignment. Make sure you understand how to use APA citations and design the Reference Page to avoid this. If it happens, I will let you know and not deduct any points for the first offense, although I hold the right to ask you to re-submit.

Participation

Each enrolled student is expected to contribute through online interactive feature of the course, such as e-mail, discussion forums, and possibly chat room. While e-mail and discussion forums are available 24/7, a chat room would need to be arranged at a time convenient to all. Students will have to be available at that time. Accordingly, chat room use will be minimal.

Discussion Forums will be announced in advance. This will allow participation in posting comments on a topic related to our studies. Assessment of your postings will be based on frequency, focus, and usefulness of your posting and the extent you have read others' postings. Each Forum will allow you an opportunity to earn points.

VITAL REGARDING DISCUSSION POSTS:

Your initial post should be approximately 250 words and your replies should approximate 100 words. This will not be enforced until DQ #5.

The following is critical to read: Points are not earned for adding quick observations shortly before the board closes, or making simple summaries, or agreement with others' comments, or repetitive opinions without supporting fact or evidence, or straying from the question in discussion. Students should attempt to add value to the discussion, drawing from readings assigned or outside readings, make creative comments and observations based on assessment of others' contributions, and similar insertions. For private matters, students are to use e-mail to the instructor, not discussion board postings.

Coursework

Students are expected to conduct their interactions in a professional manner

and commensurate with the Academic Honor Code and personally complete

course requirements. Failure to complete all course requirements will be

grounds for assigning a failing grade. There is no "make up" for points lost on

discussion postings

How to complete and submit regular Chapter Discussion Questions

Text chapters to be read for a module are listed in the Syllabus Course Calendar or in D2L or both. After reading the text chapter(s) assigned, complete responses for all of the Discussion Questions included in the chapter(s) assigned. After answering the questions at the end of each chapter for all chapters submit them as one file into the drop box by the due date and time, Central Standard Time.

The box locks after that time and no assignments will be accepted by email, etc. Within the single file for each module that contains several chapters, clearly mark each chapter and identify each question in that chapter by its number.

Assignments must be typed in 12 pt fonts in black ink, no colors. Submit all the work assigned for that module, regardless of the number of chapters, as one file. Re-typing Discussion Questions from the text is recommended so you will have the question handy as a study guide. PLEASE DO THIS! If you don't you will be reminded on your first feedback.

Be concise, but comprehensive in your responses. Use complete sentences. Never respond with just a "yes" or "no", even if the question seems to ask for only that. Always assume "Explain" is included in the question, even if not explicitly stated. When the question asks you to "Discuss" you can assume a paragraph or two will be needed. All chapters due for an assignment are to be filed as clearly marked chapters with your name, but as one electronic file per module. Submissions filed other than this will elicit a warning and result in deducted points or may not earn any points if serious or repeated problems.

Assignments are due by the time specified Central Standard Time (CST) of the date due.

Use APA format, but you may include only 1 reference page for all the chapters covered during the week/module.

As an online course there are no classes that are affected by breaks and holidays. Students are expected to do advance planning to complete their work by the announced due dates, whether they fall on an inconvenient time or not, or on a holiday or university closing.

Most due dates for assignments are announced in advance and "fixed" for the same day to allow the student to plan and work ahead as necessary or preferred. Assignments may be filed early, but assignments submitted after the due date will earn no points.

Program Competencies

After this course, the students should be able to achieve the following competencies and level listed.

Domain # and Name	Competency #	Level in this course: 1 (beginner, 2 intermediate and 3 advanced)	Competency Title	Competency Description Examples if /assessment	Assessed by
Domain 1: KNOWLEDGE OF HEALTH CARE SYSTEMS	1	1	Functions of Healthcare Systems and Organizations	Explain the effect of economic and financial policies on systems and organizations. .	Chapter 1 readings and assignments
Domain 1: KNOWLEDGE OF HEALTH CARE SYSTEMS	2	2	Healthcare Environments	Interpret key laws and regulations as they relate to the healthcare environment	Chapter 1 readings and assignments
Domain 1: KNOWLEDGE OF HEALTH CARE SYSTEM Domain 2: Communication and Interpersonal Effectiveness	3	1	Patient and Provider experiences	Exhibit understanding of how stakeholder incentives affect behavior costs, and other outcomes	Chapter 3, 8, & 10readings and assignments Midterm exam
Domain 2: Communication and Interpersonal Effectiveness	1	2	Communication Skills	Demonstrate effective oral, written and presentation skills Exhibit active listening behaviors and open communication styles	Chapter 12 Readings and assignments
Domain 2: Communication and Interpersonal Effectiveness	2	2	Interpersonal Skills	Demonstrate ability to identify and engage key stakeholders Apply appropriate interpersonal communication tools to a variety of settings and audiences	Chapter 14 Readings and assignments
Domain 2: Communication and Interpersonal Effectiveness	3	1	Conflict Management and Negotiation Skills	Demonstrate ability to manage divergent and competing needs within an organization and arrive at suitable resolutions.	
Domain 3: Critical Thinking and problem solving	1	1	Critical Thinking	Demonstrate ability to apply critical thinking	Chapter 4 reading and assignments

				skills to complex healthcare issues	
Domain 3: Critical Thinking and problem solving	2	2	Problem Solving	Demonstrate aptitude for collaborative approaches to problem solving	Chapter 8 & 6 reading & assignments
Domain 4: Management and Business Skills	1	1	General Management	Distinguish the advantages and disadvantages of various organizational designs Apply quality improvement theories and approaches to practical situations	Chapter 6 readings and assignments
Domain 4: Management and Business Skills	6	2	Information Management	Recognize the role and importance of technology in managing a healthcare organization	Chapter 1 ,10, 13 & 3 readings and assignment
Domain 5: Leadership, Professionalism and Ethical Behaviors	3	1	Organizational and Professional Ethics	Apply ethical decision-making approaches to various dilemmas and situations	Chapter 16 Readings and assessments and Final Exam
Domain 5: Leadership, Professionalism and Ethical Behaviors	4	1	Organizational Culture	Exhibit leadership practices that support team effectiveness	Chapter 14 readings & assignments

Schedules may vary from those with assignments. I do try to end a little early so you can concentrate on any other classes.

THE COURSE SCHEDULE FOLLOWS AND AS NOTED EARLIER MAY HAVE CHANGES WHICH WOULD BE ANNOUNCED IN D2L.

Module	Content Focus	Assignments/Due Dates in D2L
1	Key Concepts listed in Chapters 1 to 3	Case Study Questions Chapters 1 to3. Submit Answers into d Dropbox by
2	Key Concepts listed in Chapters 4 to 6	Case Study Questions Chapters 4 to 6. Submit Answers into Dropbox by
3	Key Concepts listed in Chapters 7 to 9	Case Study Questions Chapters 7 to 9. Submit Answers into Dropbox by
4	Review Chapters 1 to 9	Midterm Exam
5	Key Concepts listed in Chapters 10- 13	Case Study Questions: Submit only ODD question answers into Dropbox by
6	Key Concepts listed in Chapters 14 to 18	Case Study Questions: Submit only EVEN question answers into Dropbox by
7	Long Term Assignment	Long-term Assignment must be submitted into Dropbox by
8	Review Chapters 1 to 18	FINAL EXAM

APSU Information Technology

For Austin Peay email and OneStop login issues contact (931) 221-HELP (4357) or govstech@apsu.edu. Go to GovsTech for more information

Distance Education Support

For technical issues within your online/hybrid course, contact (931) 221-6625 or online@apsu.edu. Go to Distance Education's website for more information

Class Participation

Students are expected to engage with the material, the instructor, and fellow students via D2L. Upon request, Dr. Hendrickson can set up zoom sessions for students to work through materials and topics. Students who make a meaningful contribution to classroom discussions or discussion boards when

online will earn points set aside for these categories. Students who demonstrate they are unprepared or fail to engage in discussions or are unable to do problems in class are subject to loss of designated points.

Time Commitment

This online course runs for 8 (eight)weeks. Each module lists the start and due date for each assignment.

This course is critical in the MHA curriculum. Plan to spend 12 to over 20 hours or more per week reading assigned text, completing assignments, discussing with classmates, case studies, and the Long-Term Assignment, which will be described, and instructions given before the end of week 3.

Communication Policy:

Weekly announcements will be made through D2L on the "Announcements" page.

Please be sure to check your APSU email and D2L on a regular, if not daily, basis.

If you have problems with accessing your APSU email account or D2L, contact GovsTech at 931-221-4357 or email govstech@apsu.edu.

The best way to contact me directly via email at hendricksona@apsu.edu

If needed, Zoom video conferences, phone calls, or office visits can be scheduled via email

Writing Expectations

Strong written communication skills are a primary requirement for most employers. As such, written communication is an important component of your Austin Peay education. Written materials must adhere to standard American English. Please proofread your discussions, assignments, and projects before submitting them. I will grade for content, completeness, organization, spelling, grammar, and punctuation, as well as demonstration of knowledge gained in the course and your ability to apply it.

University Policies

Minors in the classroom According to APSU policy #3:032, minors, defined as those under the age of 18, are not allowed in classrooms. While extenuating circumstances do occur and make it difficult for some students to attend without bringing children with them on occasion, the University policy will be

enforced and requests for children to be in the classroom will be denied. Minors are also not allowed in academic labs, computer labs, science labs, or the library. Children are also not to be left in halls outside classrooms. Please be aware that the policy on unattended minors is for the purpose of ensuring that our classrooms are conducive to learning and for the safety and protection of minors. For additional information on minors on campus, contact the Office of Student Affairs in the Morgan University Center.

CoBHS Diversity Statement:

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspective as an individual, not as a representative of any group. Course curriculum will respect diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the Office of Equity, Access, and Inclusion.

Title IX statement:

Austin Peay State University is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. APSU has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please feel free to contact LaNeeça R. Williams, Title IX Coordinator by phone at (931)221-7690 or by email at Williamslr@apsu.edu. A check to see if you completed reading: Please send me an email that you did finish-the first 5 will get bonus points on an assignment, exam or the Long-Term Assignment

Divisive Concepts Legislation

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.