

INDIVIDUAL SYLLABUS COVER SHEET – TO BE COMPLETED FOR EACH COURSE

| | | | |
|---|--|-------------------------------|--------------------------|
| 1. Course # & Course title: MHA 5870 Health Informatics | | | |
| 2. Taught in Self-Study Year By: Hendrickson | | | |
| 3. Normally offered: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer | | | |
| 4. Requirement status: <input type="checkbox"/> Required since (date): 2021 <input type="checkbox"/> Elective? | | | |
| 5. Prerequisites: | | | |
| 6. Position in typical course sequence [e.g., 2nd semester]: 2 nd year -1 st Semester | | | |
| 7. Enrollment for 3 most recent offerings (indicate number of students and year): | | | |
| <i>Year</i> | <i>#Program Students</i> | <i># Non-Program Students</i> | <i>Total</i> |
| 2022 | 15 | | 15 |
| | | | |
| | | | |
| 8. (CHECKLIST) SYLLABUS CONTAINS: | | | |
| X | Behavioral objectives | X | Course Requirements |
| X | Competencies | X | Performance Expectations |
| X | Session by Session Topics with Reading Assignments | X | Course Description |

9. Learning objective links to competencies

| Course Objective | Program Competency |
|---|---|
| Develop understanding of open systems theory | Knowledge of Health Care Systems: Healthcare Environments |
| Understand differences between management information systems and informatics | Management and Business Skills: Information Management |
| Learn the design of a health system that achieves optimal clinical outcomes | Knowledge of Health Care Systems: Functions of Healthcare Systems and Organizations |
| explain the characteristics of effective clinical decision support systems, relevant policies, and barriers to their adoption. | Critical Thinking and problem Solving: Critical Thinking |
| assess data-mining applications in healthcare organizations, method and structures of databases, and discuss the contribution of the electronic health record to a knowledge-based stem | Management and Business Skills: Information Management |
| 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. | Management and Business Skills: Distinguish the advantages and disadvantages of various organizational designs |
| identify and differentiate different platforms for e-health applications, explain consumer health informatics concepts, and will identify technical and practical considerations pertaining the use of consumer-facing technologies | Management and Business Skills: Information Management/ Recognize the role and importance of technology in managing a healthcare organization |
| 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 | Leadership, Professionalism and Ethical Behaviors/ Organizational and Professional Ethics |

| | |
|--|---|
| describe biomedical terminologies, terminology problem, and its relation to interoperability of information. | Communication and Interpersonal Effectiveness/ Interpersonal Skills |
| 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. | Management and Business Skills: General Management Distinguish the advantages and disadvantages of various organizational designs Apply quality improvement theories and approaches to practical situations |

10. Teaching and Learning methods used (see Criterion III.B.1)

| <i>Teaching / Learning Methods</i> | <i>% of Time</i> |
|--|------------------|
| Higher Level (e.g. In class presentations, Cases, Team Activities, Simulations, External Field Experiences, Strategic/Consulting Projects, Reflective Learning) | 60 |
| Lower Level (e.g. Readings, Lectures, Guest Speakers, Online/Class Discussions, Web Modules) | 40 |

11. Assessment methods used (see Criterion III.C.1)

| <i>Assessment Methods</i> | <i>% of Grade</i> |
|---|-------------------|
| Higher Level (e.g. Observation checklists; Case/Project review and feedback; Team effectiveness assessment; Journals; Experiential report/Portfolios; Reflective Modeling; Class participation; Strategic/Consulting Projects) | 60 |
| Lower Level (e.g. Pre/Post Knowledge/Skills Testing; Exams; Papers/ Reports) | 40 |