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HECO 585-ONL Health Ethics in Informatics and Research

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HECO 571: Introduction to Health Economic and Clinical Outcomes Research
Spring 2019

Department of Health Services Administration
College of Professional Sciences
Xavier University

Schedule:	online, asynchronous
Credit Hours:	3 Graduate Credit Hours
Prerequisites:	None
Principal Faculty:	Eileen Alexander, PhD, Assistant Professor, Health Services Administration
Office:	Schott Hall, Room 406
Office Hours:	online Wednesday evenings 630-1030 EST, via email, phone or video conferencing, or, by appointment, often same day, if you text your question, and urgency
Contact information:	Xavier University, Schott Hall 406 Alexandere2@xavier.edu Mobile call or text: 513-377-5586
Response Policy:	All efforts will be made to respond to students within 24-48 hours Monday-Friday, and within 48-72 hours Saturday-Monday. Let us not hold up progress! If you are anxious or confused, try to articulate your question well, and text or email me right away. I will answer you when I'm not teaching or driving :) <i>It is helpful to state the name of the course, the assignment, as listed in the syllabus, in the body of the email, with your question.</i>

For Administrative Assistance and course registration Monday 0800-Friday 1700, please contact Ms. Kristin Dale dalek2@xavier.edu in Schott Hall 411 at 513-745-3649

Course Description (from the Xavier University Catalog):

HECO571 is intended for first semester Masters of Science students entering the HECOR program or for fourth year undergraduate students seeking an elective in economics, statistics, health services or epidemiology. It will expose students to a general overview of health economics and clinical outcomes research. A number of contemporary approaches to comparative effectiveness research will be introduced. The topics covered in this course represent a broad selection of major themes in the field and each topic will provide students with the opportunity to develop their understanding of the field as well as learn how economists, epidemiologists and statisticians think about and conduct research. Each topic presented could be a full course in and of itself.

UNIVERSITY LEVEL GRADUATE POLICIES:

<http://catalog.xavier.edu/content.php?catoid=24&navoid=1339>

HOT TOPIC! Academic Honesty: Read this section in the XU Catalogue

Any & all work and ideas that are not your original research or ideas must be attributed to the source.

Please ask if you have questions regarding intellectual property rights.

<https://www.xavier.edu/handbook/standards/specifically-permitted-and-prohibited-conduct/miscellaneous-policies/academic-honesty>

Inclusivity Statement:

The Department of Health Services Administration and its faculty and staff are committed to providing an atmosphere for learning that respects diversity, in which all students feel comfortable and safe to learn, and in which all students feel like valued members of the HSA community. We are committed to addressing issues that put such an atmosphere in

jeopardy, and to being active allies to diverse students. In order to build a positive classroom community, we ask that students:

- Appreciate the opportunity that we have to learn from each other in this community;
- Share their unique experiences, values and beliefs;
- Be open to the views of others;
- Honor the uniqueness of their peers;
- Communicate in a respectful manner;
- Keep confidential discussions that the community has of a personal (or professional) nature;
- Utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

Students with Disabilities

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Disability Services, it is essential that you email the letter and meet with me as soon as possible to discuss your disability-related accommodation needs for this course.

If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

It is important to note that any disability-related information including accommodations is confidential.

HSA DEPARTMENT LEVEL Mission Statement (2011): Please see XU HSA Student Handbook

In keeping with its Catholic, Jesuit tradition, the mission of the Department of Health Services Administration at Xavier University is to educate knowledgeable, highly skilled, values-oriented future leaders who will contribute to the health of society by continuously improving the management of health related organizations. HSA will accomplish its mission through:

- Challenging students in the classroom and in applied field experiences including internships and administrative residencies
- Developing internal and external collaborative relationships with academicians and with health care practitioners which lead to innovations in teaching as well as in the delivery of health services
- Incorporating research, scholarship, and collaborative projects into the classroom experiences and field work.

MS-HECOR LEVEL POLICIES: These are set by the Program Director:

Student Learning Outcomes: are determined by the program Director, with faculty input, based on best practice competencies. At this time, there is no HECOR academic accrediting body.

Course Objectives:

Upon the successful completion of this course, students should be able to:

Course Level Student Learning Outcome [maps to HECOR PLO #]	Method of assessment
Describe comparative effectiveness research – its purpose, the process and the hurdles. [HECOR PLO 1.]	Mod 1-1 Quiz Mod 4 Discussions, Quizzes

	Mod 6 Discussion
Demonstrate entry level understanding of the drug and medical device development, approval and commercialization process both in and outside the United States [HECOR PLO 1.]	Mod 2 Journal & Discussions Mod 3 Discussion, Quizzes, Essay
Be able to define in words the following methodologies and understand their differences: Retrospective Database Analyses with payer, hospital and EMR data, Systematic Review and meta-analysis, economic evaluations to include: cost effectiveness, cost burden, budget impact and cost utility. [HECOR PLO 2 & PLO 3.]	Mod 4 Discussions, Quizzes Mod 5 Discussion, Quiz
Present information using appropriate oral and technology skills [HECOR PLO 4.]	Mod 8 Project Assignment & Discussion
Interact respectfully and effectively with team members and with teams [HECOR PLO 5.]	Discussions Project Parts
Apply and present basic ethical values and principles, as well as legal, financial and policy requirements in clinical conflicts for assigned project [HECOR PLO 6.]	Mod 1 Discussions Mod 7 Assignment & Journal Discussion
Overall course SLO: Manage interpersonal communication to encourage cooperation with class-mates and positive collaboration with instructor	See Assessment & Evaluation description; Reflection

Graduation Requirements:

Graduation requirements include completion of the program with a GPA of 3.0, or “B,” or higher, no outstanding academic probation requirements, and satisfactory completion of a capstone project. A grade of “B-” or better is required in all courses. Courses in which a “C” is received must be repeated at the student’s expense and may extend the length of the program.

Grading Scale

A	930-1000
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	≤769

INSTRUCTOR LEVEL and COURSE SPECIFIC POLICIES:

Textbook, and:

There is no required textbook.

Links to additional required course readings may be made available through Canvas www.canvas.xavier.edu

In addition, graduate students are expected to search and review high-level and peer-reviewed literature, use multiple scientific search engines, become comfortable with viewpoints from multiple sources, and utilize a bibliographic management system.

Suggested general resources:

Askin, Elisabeth, and Nathan Moore. *The Health Care Handbook*, 2nd ed., 2014.

Kane, Robert, and David Radosevich. *Conducting Health Outcomes Research*, 11th ed., 2010.

Van Emden, Helmut. *Statistics for Terrified Biologists*, 2008.

Citation guidance

Students may choose either APA or Vancouver citation style format.

Helpful websites:

<https://owl.purdue.edu/>

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

<https://wilkes.libguides.com/c.php?g=191948&p=1266506>

Examples:

In APA format:

Harman, L. B., & Cornelius, F. H. (2017). *Ethical health informatics: Challenges and opportunities* (3rd ed.). Burlington, MA: Jones & Bartlett Learning.

APA in-text citations: (Harman & Cornelius, 2017)

You may need to add the actual chapter, and page numbers.

In Vancouver format (Vancouver is the “Granddaddy” of AMA, Chicago, Elsevier. I like it because this is the simplest to type, and is used by most biomedical journals.):

Harman LB, Cornelius FH. *Ethical health informatics: Challenges and opportunities*. 3rd ed. Burlington, MA: Jones & Bartlett Learning; 2017.

Vancouver in-text citations: References are in the order of use. In-text citations are a superscript number. If used at the end of a sentence, the superscript is placed after the period at the end of the sentence.

Class Schedule Spring 2019

Week	Start Holidays, etc. Close	Th-Sat due dates 2019spr	Mod	Assignment Discussion Quiz	Points
0		Open Mon 1/7	Hello Start		
1	Start Mon Jan 14	Jan 17, 19	Start Mod 1	Disc: Getting to Know You Sat Quiz: Elements & Relationships HC System	8 14
2	M Jan 21 MLK	Jan 24, 26	Mod 1	Disc: Role of Ethics in H Policy Sat Assign Evidence Generation	25 25
3	Dr A @ Hope Ctr, FL wXU Th 1/31-2/3	Jan 31, Feb 2	Mod 1-2	Disc: Integrating HECOR, PopH, & Bioethics w Jesuit Values	25
4		Feb 7, 9	Mod 2	Disc: Journal Part 1 Disc: Project Part 1	25 25
5		Feb 14, 16	Mod 3-1	Th Quiz: DrugDev Sat Assign: Eval DrugDev CE	27 25
6		Feb 21, 23	Mod 3-2	Disc: MedDev Dev Sat Quiz: MedDev Dev	25 21
7		Feb 28, Mar 2	Mod 4-1	Disc: Project Part 2	25
8		Mar 7, 9	Mod 4-2	Disc: Critical Appraisal Analysis w Retro Databases Sat Quiz: Obs Studies	25 25
9	BSHSA spring break week	Mar 14, 16	Mod 4-2	Sat Quiz: Secondary Data Capture	30
10		Mar 21, 23	Mod 4-3	Disc: Critical Appraisal of SR	50
11	XH workshop EU MDR W 3/27-28	Mar 28, 30	Mod 5	Disc: Defining Value in HC Sat Quiz Economic Evaluation	25 25
12		Apr 4, 6	Mod 6	Disc: Cost of Illness Disc: FDA Approval	25 25
13		Apr 11, 13	Mod 7	Disc: Journal Part 2 Disc: Project Part 3	25 25
14	Easter Th Apr 18- Mon 22	Apr 18, 20	Mod 7	No new	
15		Apr 25, 27	Mod 8	Disc: AI in HC Disc: Project Part 4	25 150
16	Dr A's 1st Grandson arrives!	May 2, 4	Mod 8	Disc: Project Part 5 Sat May 4 Final Course Reflection	150 50
	Evaluations	May 2-Th May 10			
17	Finals- Course closes Fri May 10	Th May 9		Student Course Eval	25
	Grades due Tues May 14			Communicate Collaboratively (no submission)	50
	Commencement	Sat May 18			1000

HOT TOPIC! Due Dates and Late Policy:

This course moves quickly, with many small assignments. Your class and team needs your work on time.

Each week, you have scheduled time with the instructor. To prepare, plan to ask questions about your assignments at these times. Of course, you can contact me at other times (see Contact Information).

Late Policy:

Late submissions will accrue a penalty of 10% per day the submission is late. A submission is considered one day late if it is submitted past the identified due date/time. It is considered two days late if it is submitted any more than 24 hours past the identified due date/time, and so forth. This includes weekends!

Additional Information for Dr. Alexander's courses: Our many responsibilities require both planning and responsibility. I create an assignment schedule that accommodates as many holidays, as possible. As a Jesuit, Catholic university in the USA, I start with our customs and holidays. However, if your personal needs (see the BSHSA Attendance policy in your syllabus) require accommodation from the course schedule, you may request an extension through Canvas. Except in documented emergencies, this should be done prior to the due date.

What is important to me is that I don't have to track down late submissions, worry about missing an email or text, and penalize adults who have a LOT going on (Including me :)

This is the process to request an extension: Make a "Comment" on the submission page for the assignment itself, request an extension, and tell me when you will submit. If an "event" is personal, you don't have to tell my why, although you're welcome to do so. If an emergency occurs, your comment can say that you will submit another comment when the situation resolves and you can plan your "catch up." I will receive a "Notification" and if the request is received before the assignment is due, I will "Comment" back regarding the extension, penalty, or lack of penalty. This process means that the documentation for your request and my approval is on the same Canvas page as the assignment

Your success is important! Late assignments without an extension will be penalized according to the BSHSA Program policy. Students with frequent late assignments will be referred to the Program Director and the Office of Student Success for intervention.

Assignments:

See Canvas for assignments and additional resources. Chrome browser is advised. Students with Mac computers may need help from the XU HELPdesk.

Announcements will be posted in CANVAS on a regular basis. They will appear on your CANVAS dashboard when you log in and/or will be sent to you directly through your preferred method of notification from CANVAS. Please make certain to check them regularly, as they will contain any important information about upcoming projects, changes to the syllabus or class concerns.

Microsoft Office, Word, Excel and Powerpoint, will be used for all uploads to Canvas. Do not use pdf format.

Headers and filenames:

Write or type your **first name, last name** in the upper right header of any written work, exams. Name any files LastName_HESA"course number"_"assignment"_date

Brief Assignment descriptions:

Contribution to Learning: there is no written submission for this assessment

Constructive Communication & Positive Collaborative Participation with class, team & Instructor:

Throughout the term, you will demonstrate your growing ability to:

- Manage interpersonal communications to encourage cooperation toward improved decision-making by class-mates and collaboration with instructor throughout the term.
- Contact instructor when conflicts arise (due dates, team activities, etc.) and work collaboratively toward resolution.
- Read, watch & refer to required material.
- Use open office, e.g., to clarify understanding of assignments.
- Use university services to improve professional development skills, such as writing, research searches, citation style format, personal learning & other needed support.
- Speak/write using non-judgmental words and objective tone.
- Demonstrate integration of knowledge, & increased depth of understanding, critical thinking & problem solving by the end of term, appropriate to level of course.
- Give, receive and appreciate constructive criticism.
- Participate in class discussions and activities by asking questions and providing answers from the readings, and other high-level sources.

Quizzes: Each quiz may be a combination of multiple choice, true/false, fill in the blank, and short answer questions. The material will cover information from readings, assignments, and discussions from each module. Quizzes are meant to help you master the material by guiding your close reading. Quizzes are open book and have no time limit. In Canvas, quizzes without a time limit can be started, saved and restarted later.

Discussions: Discussions are a way for you to engage with each other and the instructor about the course content. Generally, each module will have a question that links to the discussion board or is part of an in-class discussion or activity. You can also access each discussion board by clicking on the button in the course navigation links. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response answering each Key Point, and respond to at least 2 of your classmates.

Journal Reflections: Journal submissions focus on deepening your awareness of Jesuit and Ignatian values, prior to your immersive Project experience. Each Journal assignment will have a short reading and a few Key Points to address in an assignment or a discussion post. This is your Journal. Write as often and as much as you wish. For your Assignment submission, reflect, distill and clarify your responses to the key points.

Contact me if you would like a copy of either An Ignatian Journal or Leadership Mastery and Moxie in 31 Days: A Guide and Journal for Career Women.

Experience alone is not learning. Learning comes from reading, experience, reflection and repetition. In this reflection you will review and reflect on Module content. Your constructive feedback is needed to create the best experience possible for students who will follow you.

Final Course Evaluation: Experience alone is not learning. Learning comes from reading, experience, reflection and repetition. In this evaluation, you'll rate the course based on your Reflections.

Team Project:

All projects give students an opportunity to:

- explore one area in depth, while applying concepts & methods

- explore Jesuit and Ignatian values
- use “high impact” teaching methods to improve learning, application & retention
- tackle complex “real-world” challenges

Project Part 1: Discussion: What is “HECOR” space?

Project Part 2: Discussion: Hot Topics in Epidemiology

Project Part 3: Discussion: Forming a team

Project Part 4: Discussion: Plan Your Project & Review the Manuscript

Project Part 5: Discussion: Relate the Manuscript to an Area of HECOR Expertise

Grading: See the corresponding Grading Rubric

Rubric: Discussions

Initial post Key Points to be addressed:

- Key Points/Questions unique to each Discussion are posted in each Module Discussion

Response post instructions: After creating your discussion board post, respond to at least 2 of your classmates' posts. Generally:

- Find something your classmates wrote that you didn't include in your post. This should be something you see as being accurate and of value. Describe what this item is, and why you see it as valuable.
- Indicate how this item adds to your understanding
- Respond to at least 2 classmates

Grading: Your initial post and response will be graded related to its:

- Completeness: Did you answer each question by the due date?
- Completeness: Did you respond to at least 2 classmates by 2 days after the initial post?
- Grammar, spelling, etc. Is your contribution written or spoken well and grammatically correct?
- Style, readability/listen-ability and depth of insight. Is your post written in a professional business or scientific style, as appropriate? Does it demonstrate an undergraduate or graduate student level of insight, as appropriate to the degree you are seeking?
- Contribution to the learning of others, supports and encourages others, **noticeable reference to material from readings** and the Quality Management/Process Improvement or HECOR published "body of knowledge," relative to your semester in the program, for example: "As stated by...," "In the reading...," relevant examples and questions. Full references are not needed, however, new links are welcomed.

Rubric: Journals

Initial post Key Points to be addressed:

- Key Points/Questions unique to each Journal entry are posted in each Module

Grading: Your initial post and response will be graded related to its:

- Completeness: Did you answer each question by the due date?
- Grammar, spelling, etc. Is your contribution written or spoken well and grammatically correct?
- Style, readability/listen-ability and depth of insight. Is your post written in a professional business or scientific style, as appropriate? Does it demonstrate an undergraduate or graduate student level of insight, as appropriate to the degree you are seeking?
- Contribution to the learning: **noticeable reference to material from readings** and the Quality Management/Process Improvement or HECOR published "body of knowledge," relative to your semester in the program, for example: "As stated by...," "In the reading...," relevant examples and questions. Full references are not needed, however, new links are welcomed.

Rubric: Assignments & Presentations

Title:		Authors' names			Reviewer/s names	
		Not ready for review	Needs improvement	Good: Mean \pm 1 SD or Interquartile Range	Better	Exceptional
Rating		NRR	NI	X	B	E
	Ignatian values demonstrated; If applicable	0 Ignatian values noted in graded work	1 Ignatian value noted in graded work	>1 Ignatian values noted in graded work	>1 Ignatian values noted in work presented to sponsors & guests	
	Technical & Citation Format, Intellectual Property	Many errors; Not in required format	Many errors (>1 per page) in syntax, spelling, grammar, format; Affects readability	Few errors (1 per page or less) in syntax, spelling, grammar, citation format & scientific format; Affects readability	Very few errors (<1 per page/slide) in syntax, spelling, grammar, citation format & scientific format	No errors in syntax, spelling, grammar, citation format & scientific format
	Complete: See Assignment Key Points	Incomplete; Few required elements addressed	Some key elements addressed somewhat	Most key elements addressed somewhat	Most key elements fully addressed	All key elements fully addressed
	Style & readability of written, graphic, visual or quantitative presentation	Unreadable; requires extensive proofreading	Difficult & time-consuming to read & find key points; requires moderate proofreading required prior to feedback	Acceptable; thoughtful; key points are included; basic writing level; minimal proofreading required prior to feedback; minimal suggested revisions made	Key points are included and clear; acceptable writing level; clearly proofread & edited; revisions made	A pleasure to read or view, e.g., clearly proofread, edited, revised & practiced; insightful; engaging
	Validity, correctness & depth of insight, based on the level of degree sought, & on the reviewer's expertise	Incorrect or inaccurate points; no citations, links or references	Basic points; restates some assigned course content; no citations, links, or references	Incorporates required course content; includes citations, links & references	Clearly incorporates course content and relates assigned course content to outside literature and prior coursework; includes citations, links & references in appropriate location	Insightful; innovative; exceptional depth; extends group understanding; all of "B" criteria
	Contribution to collaborative & positive learning relationships	No contact with professor, coach or mentor outside of class	No contact with professor, coach or mentor outside of class	Minimal documented contact with professor, coach or mentor outside of class	Adequate documented contact with professor, coach or mentor outside of class to achieve personal goals	
	Demonstrates personal responsibility for meeting Student Learning Outcomes	No contact with professor, coach or mentor outside of class	Minimal documented contact with professor, coach or mentor outside of class, & only through others	Minimal self-directed & documented contact with professor, coach or mentor outside of class	Adequate self-directed & documented contact with professor, coach or mentor outside of class to achieve Student Learning Outcomes	
	For Independent Study, Tutorial and Community Service-learning Courses	N/A	N/A	Creates a brief Plan to achieve Student Learning Outcomes & contribute to Course Evaluation survey items.	Adequate documented contact with professor, coach or mentor outside of class to meet Plan, achieve high level Student Learning Outcomes & contribute to Course Evaluation survey items	
	Clarity of oral or video presentation, if applicable	Unpracticed & difficult to listen; script requires extensive proofreading and editing	Difficult to listen & understand key points; script requires moderate proofreading & editing	Acceptable; key points are included; basic writing level; script requires minimal proofreading & editing	Key points clearly stated; clearly proofread, edited & practiced	A pleasure to hear; clearly proofread, edited, revised & practiced

For Peer Reviews, add:

Note at least 2 specifically good points:

1.

2.

Make at least 2 specific (note specific slide or SLO) suggestions for improvement:

1.

2.

Note and comment on at least 2 Ignatian values demonstrated by this team:

1.

2.