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Health Services Administration Syllabi Fall 2020

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2020

HESA 534 Health Information Systems

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HESA 534: Health Information Systems

Fall 2020

**Department of Health Services Administration
College of Professional Sciences
Xavier University**

Number of credit hours	3
Semester	Fall 2020
	Monday 5:30-8:00 pm
Instructor name:	Chris Boue
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Xavier Writing Center: Conaton Learning Center

Course Description (from the Xavier University Catalog): This course introduces students to theory, technology, and practical application of information systems. Emphasis is placed on preparing managers to interact with multidisciplinary personnel to design, acquire and maintain information systems for integrated health care delivery.

Course Description (from Faculty)

Studies focus on the selection and use of advanced healthcare systems with emphasis given to systems assessment and technologies to improve administrative and clinical operations. System interventions from an innovative viewpoint will be explored including information representation, contemporary issues in the delivery of health care in complex healthcare systems, trends in administrative informatics, legal and ethical considerations inherent with shared data, and the essential role of informatics during the historic evolution of healthcare in the United States.

HSA Department Mission Statement (2011):

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.

Competencies/Student Learning Outcomes for HESA 534			
Course Objectives	Competency/ Student Learning Outcome	Minimum expected level of competence	Method of assessment
Explain various Governance models of IT within health care organizations.	5. Articulate the roles, responsibilities, structures, and influence that professional groups, regulatory bodies, and governing bodies hold in healthcare organizations.	Basic- Demonstrates a basic understanding of roles, responsibilities, structures, and influence that professional groups, regulatory bodies, and governing bodies hold in healthcare organizations.	Exam, Presentation, Participation
Explain why health care organizations need modern information systems.	7. Apply techniques and methods to plan, design, implement, and assess information management and communications.	Competent- Able to articulate knowledge of healthcare information management and communications, and is able to describe how information technology is used to support healthcare operations.	Exam, Presentation, Participation
Describe general systems theory and relate it to achieving health care goals.	14. Demonstrate effective oral communication and presentation skills.	Competent- oral presentations get the point across and the speaker displays comfort in speaking.	Participation, Presentation
Explain current information systems designs and applications to support: (1) patient care; (2) administration; (3) decision making; and (4) managed care operations.	20. Assess the potential impacts and consequences of decisions in a broad variety of situations.	Basic- Able to describe the ways to assess potential impacts and consequences of decisions in a broad variety of situations.	Participation, Exam

COURSE REQUIREMENTS AND METHODOLOGY

Requirements

- This course is offered in the Fall semester of the Graduate curriculum. To take this course out of sequence requires the instructor's permission. This course was created from our two information technology classes in 2020. Information Technology is required for graduation and has been a required part of the course of study for more than 20 years. The course is offered to the full-time students during the Fall semester of their first year.

Required Readings:

- Understanding Health Information Systems for the Health Professions**

- **Jean A Balgrosky**
- **ISBN:** 1284148629
- Supplemental reading will be assigned during the semester. Instructor maintains the right to assign an additional supplemental article no later than one week prior to the due date.

Methodology

- **Learning Methodology**
 - You will learn in this course using a variety of learning and teaching methods. On an average week, you will spend approximately 8 hours learning in this course:

▪ In class Student presentations	25%
▪ Case Studies	10%
▪ Team Activities	20%
▪ Strategic/Consulting Projects	10%
▪ Lectures	10%
▪ Readings	15%
▪ Class Discussion	10%

Academic Standing

MHSA students are held to high academic and personal standards. Health services administration is a profession that requires dedication, leadership, punctuality, follow-through, cooperation, and accountability. A cumulative grade point average of 3.0 for MHSA classes is required for residency and graduation. No credit is granted for courses in which a student receives a grade of "F". If the course in question is a required MHSA course, it must be repeated.

Grade Requirement:

Expectation to Achieve Minimum Grades of "B": Because a grade of "B-" is not a full B to achieve the expected 3.0 GPA, any student who earns one grade of "B-" in any semester must submit a corrective action plan to the Chair indicating: a) Why did this low grade occur? and b) What will be done differently in future courses in order to earn grades of B or higher? This is a master's degree and students must master the MHSA coursework.

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.

Attendance Policy: Reasonable attendance at all class meetings is expected. If a student is unable to attend a class, **the responsibility of missed class content is the sole responsibility of the student.** Tests and written assignments will include content covered in class or in the assigned readings. See University Catalogue.

COVID-19 Note: Students attending class are expected to follow Xavier safety guidelines related to COVID-19. Wearing a mask in class is mandatory, and students refusing to do so will be asked to leave class. Social distancing must also be practiced, and classrooms are set up to make it clear where you should locate yourself in order to maintain adequate social distancing. Classroom surfaces will be cleaned at the beginning and end of every class period, and faculty ask that you assist them in this process. Further details on Xavier's COVID-19 policy can be found at www.xavier.edu/coronavirus.

Attendance Procedure:

- 1) You will be documented as **present** if you are in class and on time.
- 2) The instructor will document student attendance.
- 3) **Excused absences include:**
 - A funeral, with a program, obituary or holy card
 - A required activity for another class or university sponsored event, with a memo from the professor or university sponsor provided to your professor at least one week ahead of the absence
 - A documented medical event, with dated, timed and signed documentation (all other Protected Health Information may be redacted)
 - A documented legal event, with dated, timed and signed documentation (all other confidential information may be redacted)
 - Religious holidays not otherwise taken as holidays by the university
 - **During the COVID-19 pandemic, illness is an excused absence.**

You have **one week from the date of your return** to class to submit documentation for excused absences to your instructor. Failure to submit documentation within one week will result in your absence being unexcused.
- 4) **COVID-19 Pandemic policy change related to in-class attendance:** “Xavier University is committed to the health, safety, and care of all individuals within our community. As part of our Ignatian values and in the spirit of *cura personalis*, Xavier University wishes to disincentivize class attendance when students may be sick. For the duration of the pandemic, students who are ill will be excused from classes.”
 - Students must adhere to University health and wellness procedures for self-evaluation, follow-up, and quarantine as necessary.
 - Students who are in quarantine due to close contact with a person who has tested positive for COVID-19, but who are not themselves symptomatic, are expected to attend class remotely and complete course assignments.
 - Untruthful student claims about illness may be regarded as a violation of the Student Handbook.

Students must communicate with their professor about such absences, and should do so as close to the start of the class they are missing as possible. If you need to self-quarantine, you need to communicate with your professor the period of time you will be missing.

- Students who are able should attend class virtually when their health does not allow them to be in class, but they are well enough to attend remotely.
- 5) **Remote Attendance Policy:** Students attending the class remotely are expected to follow all in-class requirements: arrive on-time and follow and required dress code. In addition, students are expected to have both video and audio running for the entirety of the course.
 - 6) Final decisions around attendance are at the discretion of the instructor for the course. Courses with teams, projects and community service may have additional specifications.

Assignments:

All assignments will have a description that is available via Canvas. All papers and the group project should be written utilizing APA format. Purdue University has a very helpful resource for APA style, utilize the following website:

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

Papers and the group project should also be turned in via Canvas. Papers will be graded via Speed Grader through Canvas, and returned with comments you will be able to access through the Grade Book.

In general, you should expect to receive feedback on assignments within 1-2 weeks of submission.

This course is web enhanced. A variety of instructional methods will be used such as, class presentations, guest speakers, group discussions and activities, individual readings, and written assignments. No credit will be given for class participation activities if the student is not present or participatory. Students should check the course Canvas site for class exercises and come to the learning environment prepared to discuss/participate. Early communication with the faculty is necessary for any difficulties related to course assignments, requirements and/or technical problems.

This class uses Canvas to supplement course information and augment the learning environment. The Canvas platform provides faculty information, schedule of assignments, clear links to learning resources and access to grade book. Students should access email and Canvas regularly in order to remain informed and to view/submit weekly course activities (worth an average of 1% point per week).

All assignments are to be submitted electronically through Canvas. Assignments should not be handed in via paper or e-mail.

Informed Participation:

Students are expected to actively engage in informed discussion and sharing with other students. These discussions should demonstrate active involvement with the material being considered. Students will share their perspective about their own ideas and consider the

ideas of others. Students will have a shared responsibility for learning and for creating and sustaining the learning community that will be developed within the context of this course.

Lectures:

Classes will consist of a mixture of lecture and discussion by the class. Students are strongly encouraged to ask questions any time during lectures. It is imperative that students become familiar with the assigned reading materials before attending class.

Weekly Journal Post:

Each week before class, students will be responsible for posting a Journal that may be shared with the class. The weekly Journal should be centered on a current article or situation happening that relates to the class material covered this week. In one-five sentences, describe the article or situation and its relevance. A link to each article or situation should be included. The post must be submitted before each class for credit.

Quizzes:

The student should be prepared for a quiz at the beginning of class. When a quiz is given, it will be an in-class quiz given the first 15 minutes of class and will cover readings that are listed below in preparation for the class discussion. These quizzes may not be made up although the lowest quiz grade will be dropped. Students must be present at the start of class time (6:00pm) to be able to take the quiz.

Examination:

Examinations will be a final that is cumulative, or a mid-term and final that is not cumulative. Make-ups for the examinations will only be given in extreme cases of student incapacitation. Approval for a make-up must be given by the instructor prior to the exam period. The exams will cover assigned reading and supporting material.

Case Study /Case Study Presentations:

Students will be in Teams for the presentations. The team will be responsible for presenting in a targeted HIT subject area. The team will be conducting in-depth research and analysis on their topic, having discussions with organizations and presenting their findings to the class via a PowerPoint presentation. Additionally, a supporting document with the references and sources will be submitted.

Course and Resource Materials:

- This course is web enhanced through Canvas. A variety of methods will be utilized in and out of class to enhance the learning experience:
 - Links to supplemental readings and media
 - Audience Response System
 - Canvas exercises and class participation activities
 - Examples of assignments for student reference
 - Multiple choice/short answer questions on Canvas and/or in class exams
- Course and supplemental materials/links will be made available to students through Canvas. Xavier's Library offers a convenient service of providing direct access to many full text articles on-line. If an article is not available, the library will request the article through the Interlibrary Loan system, and forward an electronic copy to you via e-mail. Only materials from reputable, professional web sites and journals should be considered.

- The Canvas course software enables the instructor to know who logged into the course, where in the course site they have visited, and how long they stayed. The Technology Support people also have access to all information posted in Canvas. Consider this every time you enter the Canvas virtual classroom and post assignments or submit materials under your user name. Represent yourself truthfully at all times in this course. **Do not allow access to the course by anyone other than you. Falsifying identity is grounds for disciplinary action of all parties involved.**

Online Grade Book:

- Students will have access to the online grade book via Canvas. This grade book is confidential and only available to the individual student. Unless noted otherwise, it is anticipated that grades for assignments will be posted within two weeks after the submission deadline.

Technology Needed to Participate in Program:

- To use Canvas and view supplemental materials, students will need access to computer hardware, computer software, and Internet access. Either an IBM compatible PC or a Macintosh type computer is acceptable. Recommended minimum configurations will allow students adequate memory, speed, and peripherals to accomplish course tasks.
- Additional programs may be needed to enable viewing and sharing of files (often called plug-ins). These can be downloaded from the internet for use:
 - Adobe Acrobat©
 - Media Player©
 - PowerPoint Viewer©
 - Real Audio©
 - Quicktime©
 - [Shockwave©](#)

Participation:

Participation will count for 35% of your final grade. Active participation includes:

- Being in class
- Being on time to class
- Being awake and alert in class, not focused on other things (i.e. other homework or activities)
- Asking questions
- Offering your perspectives
- Sharing information
- Being active in small group activities
- Showing respect to your classmates, guests, faculty, etc.

If you are engaged in class, this should be an easy 35% to achieve.

MHSA Dress code

Healthcare administration is a highly visible profession. Healthcare administrators are leaders and need to look the part. From the outset, MHSA students “dress for success.” Business Casual and Formal Business Attire are the uniforms of MHSA. Business Casual attire will be worn

Monday – Friday from 7:00 a.m. - 10:00 p.m. in class and on campus, including department offices, classrooms, library, conference rooms, and academic buildings. The expectation is to portray high standards of the profession at all times. Exceptions to this general rule are:

- For the Professional Development courses 1, 2, 3, and 4, students are required to wear formal business attire to every class.
- At the discretion of the chair or a faculty member, students in any class may be required to wear formal business attire on occasion; for instance, when a guest speaker will address the class.
- In all off-campus business meetings where students represent the program, they will wear formal business attire.

COVID-19 Safety protocols

The health and safety of the Xavier community is at the forefront of all University policies in response to COVID-19. To enable the full and safe reopening of campus in the fall, we will all need to do our part to keep each other healthy and safe. This shared responsibility will include the wearing of masks while indoors in the company of others, maintaining social distancing, and adhering to “test, treat, trace” protocols.

Canvas:

Canvas will be used in a variety of ways for this class. The syllabus, assignment descriptions, and articles/chapters outside of the class will all be available via Canvas. In the spirit of sustainability, such materials will not be printed off and handed out in class.

Papers and the group project should also be turned in via Canvas through “Turnitin”. Papers will be graded and returned via the Turnitin feature of Canvas.

Academic Honesty:

“The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own. Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.”

Faculty Note:

In addition to the above (taken directly from the University Catalog), please be aware that cutting and pasting from the Internet is plagiarism, and will be treated in the same manner as any other type of plagiarism. If you use more than three words written by someone else, I expect it to be in quotes. When you are writing you should use your own words and thoughts, not those of anyone else. You **may not** take a sentence and change one to two words and call it your own.

Technology Policy

Students may utilize laptops or tablets during class ONLY for class-related activities. This would include note taking, viewing lecture power points, or viewing other class-related materials. Other use of technology (i.e. social networking, viewing unrelated websites, doing other homework, etc.) is not acceptable. The instructor reserves the right to prohibit students who abuse this policy from using technology during class.

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.

Late Assignment Policy:

Late assignments will accrue a penalty of 10% per day the assignment is late. An assignment 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! Once an assignment is more than 10 days late, it will become a zero and will not be accepted for credit.

If a student wants an extension for an assignment, this must be received no less than 48 hours before the assigned due date/time. Extensions are not guaranteed, and are at the discretion of the instructor. Extensions may include a late penalty.

Final Grade:

Class Participation	35%
(Includes Journals, weekly presentations and Quizzes/Mid-Term)	
Case Study / Presentation	35%
Final Exam	<u>30%</u>
	100%

Grading Scale (Note: .5% will be rounded up):

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	87-89	C-	70-73
B	84-86	F	0-69
B-	80-83		

Department's description of the letter grades is presented here:

- "A-" or above represents academic performance that is exceptional or significantly above expectations.
- "B" or above represents academic performance that meets or is somewhat above expectations.
- "B-" or lower represents academic performance that is somewhat to significantly lower than expectations

<i>Week</i>	<i>Date</i>	<i>Topic / Assignment Due</i>	<i>Objective</i>	<i>Reading</i>
1	8/17/20	<u>Introductions, Course Expectations and Objectives</u>		
2	8/24/20	Health Information Systems Fundamentals	<ul style="list-style-type: none"> • Describe the HIS model and its use in the understanding of HIS • Define key HIS terminology • Describe the basics of HIS history to assist in comprehending the unique development pathways that have brought us to the current state of HIS in the U.S. • Define the components of HIS according to the conceptual model • Describe the organizational and community settings in which HIS and informatics can be used 	HIS Strategic Planning, Balgrosky – Chapters 1 & 2
3	8/31/20	HIS Strategy, Planning, and Governance	<ul style="list-style-type: none"> • Define terminology and concepts associate with strategic planning for healthcare organizations, and ways these concepts apply to HIS • Relate HIS strategy to org strategy. • Describe elements of HIS Strategic Planning Hierarchy model. • Describe the characteristics of strategic thinking. 	HIS Strategic Planning, Balgrosky – Chapter 4
4	9/7	No Class		

<i>Week</i>	<i>Date</i>	<i>Topic / Assignment Due</i>	<i>Objective</i>	<i>Reading</i>
5	9/14/20	HIS Strategy, Planning, and Governance	<ul style="list-style-type: none"> • Describe HIS planning principles and the relevance of each to successful implementation of the HIS Strategic Plan • Apply HIS principles through policy, governance, and planning methods • Use of strategy planning tools • Recognize and encourage a learning culture and apply it to HIS planning and initiatives • IT strategies based on assessment of strategic trajectories 	HIS Tactical Planning, Balgrosky – Chapter 5
6	9/21/20	<u>Managing Health Information Systems</u>	<ul style="list-style-type: none"> • Understand how the Software Development Life Cycle is used to develop HIS applications • Describe inpatient and outpatient clinical and administrative HIS applications. • Identify the benefit of application integration over application interfaces. • Identify why data center infrastructure, cloud computing, backups, and disaster recovery are critical to properly maintain HIS applications. • Define the essential components of modern server computing, including unified computing systems (UCSs), server virtualization, and single sign-on (SSO) • Describe the key benefits of client, device, and mobile computing that are being used specifically to enhance HIS deployments • Understand the importance of the technologies that deliver privacy and security benefits to HIS applications 	Application Systems and Technology, Balgrosky – Chapter 6

<i>Week</i>	<i>Date</i>	<i>Topic / Assignment Due</i>	<i>Objective</i>	<i>Reading</i>
7	9/28/20	<u>Managing Health Information Systems</u>	<ul style="list-style-type: none"> • Communicate the importance of technology readiness and gap analysis initiatives. • Define process improvement in the terms of HIS • Understand the key financial management issues affecting HIS • Describe HIS project management methodology and knowledge areas 	HIS Management and Technology Services, Balgrosky – Chapter 7
8	10/5/20	<u>Managing Health Information Systems</u>	<ul style="list-style-type: none"> • Explain and apply the Phases and Stages of Implementation. • Explain the disciplines and distinctions between project management, program management, and portfolio management • Describe the importance of interdisciplinary participation in HIS implementations, especially in terms of process and workflow redesign • Understand the difference between comprehensive and basic EHR functionality • Portray the realities of HIS implementations and key issues and methods to endure project successes and reduce failures 	Managing Change: HIS Implementation, Balgrosky – Chapter 8

<i>Week</i>	<i>Date</i>	<i>Topic / Assignment Due</i>	<i>Objective</i>	<i>Reading</i>
9	10/12/20	<u>Harvesting the Fruits of Your Labors</u>	<ul style="list-style-type: none">• Understand why new technologies are adopted and what the pitfalls are.• Develop an awareness of the value and trade-offs of evolving HIS and technology• Apply Roger's Theory of Diffusion of Innovation to adoption of new technology and HIS• Create a culture for the successful adoption of new technologies and systems• Describe the importance of the user interface (UI) and user experience (UX)• Describe and understand new and existing data sources• Explain the levels of automation achievable in HER adoption	Adopting New Technologies, Balgrosky – Chapter 9

Week	Date	Topic / Assignment Due	Objective	Reading
10	10/19/20	<u>A Changing HIS World</u> Article Video	<ul style="list-style-type: none"> • Describe uses, strategies, and impacts of HIS in countries internationally • Explain the context in which these different approaches to HIS offer, including the overall performance of health systems around the world • Portray the relationship between costs, outcomes, and HIS in these countries • Detail the highlights and lowlights of various countries' HIS infrastructure and strategies • Identify the strengths and weaknesses of HIS in various countries • Provide examples of the uses of digital health solutions internationally • Understand the ways that the structure of a health system affects HIS strategy and results • Explain lessons learned from the experiences of different countries in the adoption of HIS <p>Answer questions in teams</p> <p>Watch video in class and discuss</p>	HIS Around The Globe, Balgrosky – Chapter 13
11	10/26/20	Article Presentation prep	Answer questions in teams	To be given in-class
13	11/2/20	Case Study Presentations		
13	11/9/20 – 11/16/20	FINAL EXAMINATION Take home. Active from 11/9/20 @ 8:30p to 11/16/20 @ 8:30p		

*Note: The above schedule is subject to change.

**Supplemental Article(s) will be posted to Canvas no later than one week in advance of class.