



FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Information

LIS 5419 INTRODUCTION TO CONSUMER HEALTH INFORMATICS

SECTION(S)

TERM 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION

MODE OF INSTRUCTION:

Instructor:

Email:

Office:

Phone:

Course Location/Website:

Office Hours (in office, online or via phone):

Teaching Assistant:

Email:

COURSE DESCRIPTION:

This course explores how emerging technologies are being used to empower health consumers and improve their medical outcomes. Students will examine different technology-based approaches for health promotion, disease prevention, and for supporting the treatment and management of chronic illnesses. They will evaluate patients' information needs and behaviors to design more effective technology-based health education and behavior change interventions. They will also discuss issues and concerns influencing adoption of these technologies at different levels. The course emphasizes an interdisciplinary, user-centered and theory-based approach using concepts drawn from communication, information studies, human-computer interaction, medicine, psychology, and public health.

COURSE OBJECTIVES:

After the successful completion of this course, students will be able to:

1. Explain how information and communication technologies have shaped different aspects of patients' health including their information seeking behaviors, engagement with their own health care, communication with health providers, ability to navigate the healthcare system and overall quality of life;
2. Discuss different issues and concerns that affect the adoption of these technologies at the individual and national levels (e.g., access, privacy, security, information policy, etc.);
3. Evaluate different technology-based approaches for delivering patient education, health promotion and disease prevention interventions, and for supporting patient self-management;
4. Discuss the importance of applying an interdisciplinary, theory-based and user-centered approach in designing effective health IT systems or applications for health consumers; and
5. Develop a research proposal for the development of a theory-based and effective ICT-based health intervention to support patient education, health promotion, disease prevention, or patient self-management.

COURSE MATERIALS:

Required Readings: There will be no required textbook for this class. A list of readings will be provided on the course site. Graduate students will have 3-4 readings per topic.

COURSE ASSIGNMENTS:

Overview: The final project for this class is an ICT-based health intervention to support patient education, health promotion, disease prevention, or patient self-management. The health intervention must focus on an important health issue, target a specific health consumer group or patient population, and must include the use of ICT as one of its main modes of delivery. You will work in small teams to choose a focus and to conceptualize the general plan for its development. The final conceptual paper will be completed individually.

Below is a brief overview of the main assignments for this course. More detailed guidelines for completing each assignment will be provided on the course site.

Individual Requirements

Read & React Discussion Posts (20% - 10 posts on different weeks) – This requirement comes in two parts.

- (1) **READ & REFLECT:** Read **at least 3** of the articles on the reading list for each week (at least one article per topic). Post your reflections and critical comments on the course topic/s on 10 different weeks of your choice. For each post: **(a)** identify 2 main takeaways from the week's readings and briefly explain why these resonated with you - these should be critical reflections and NOT summaries; **(b)** pose a critical question about the topic for another student to answer. Discussion board postings must be substantive and **at least 200 words**. Original posts must be submitted *by midnight EST on the Sunday before* the topic will be discussed in class. At the end of each post, list the articles you chose to read for that week. Use APA 6th format for your citations.
- (2) **REACT:** Post a response to another student's critical question (see 1.b) for that week. These comments must be substantive (at least **150 words** long) and must be posted no later than *midnight EST on Friday* the week the topic is covered in class.

Needs Analysis and Annotated Bibliography (25%) - Prior to writing the final paper and to get guidance on whether you are on the right track, you will submit a needs analysis and an annotated bibliography.

- a) **Needs Analysis** – Write a 1500-2000 word research report describing the health context you are focusing on and the intervention needs of your target population. Describe the health condition or issue/problem your intervention will focus on. Discuss why this is an important public health problem. Describe the needs and health challenges faced by the target population and/or patient self-management support needs that could be addressed using a consumer health informatics solution. Provide concrete, specific and detailed evidence to support your ideas and cite all sources properly using APA 6th format.

b) **Annotated Bibliography** – Search for and critically evaluate 5 recently published efficacy studies of behavior change interventions focused on the health context/problem or area you identified for your project. These can include randomized controlled trials and experiments published in credible peer-reviewed journals within the last 5 years. Read and analyze each resource critically and write a 350-400 word annotation for each source. Annotations must not be a repetition of what is in the abstract – rather, it should be a critical evaluation of the study’s main findings and how it supports your proposed ICT-based health intervention. All resources must be cited using APA 6th citation style.

ICT-Based Health Intervention Plan (30%) – The main individual requirement for this course is a proposal for the development of a theory-based and effective ICT-based health intervention to support patient education, health promotion, disease prevention, or patient self-management. The proposal should be 2500-3000 words (not including the bibliography, tables or figures) and must be based on a comprehensive and critical analysis of the literature. It will include the following parts:

- **Introduction** (analysis of the health consumer’s/patient’s needs, rationale and goals for the proposed health intervention, and the health outcomes being targeted)
- **Review of Literature** (review of relevant literature supporting the proposed health intervention)
- **Description of the Proposed ICT-Based Intervention** (overview of the proposed ICT-based health intervention, the key components and rationale for each, and theories/models supporting the overall design)
- **Intervention Framework** (table illustrating how each ICT-based component maps with the targeted patient health outcomes and the overall intervention goals)
- **Dissemination Plan** (brief overview of how the intervention will be disseminated to the target population)
- **List of References** (Cite at least 10 credible or peer-reviewed sources to support your ideas. You may have more than this number, but 5 of these resources should have been published in high quality peer-reviewed journals within the last 5 years.)

Important Note: The proposal should be original, substantive and evidence-based – you are required to support your arguments/main ideas with detailed and specific evidence from credible resources. Sources should be credited using both in-text citations and a list of references placed at the end of the document. All sources should be cited using APA 6th citation format for citations in the text as well as in the bibliography.

Team Requirements

Brainstorming Activities (10%) – To help you conceptualize your intervention and fine-tune your ideas, your team will conduct a series of structured brainstorming activities in class. These activities are also designed to help you connect everything you are learning in class and through your readings to your main project and give you a sense of the interdisciplinary nature of consumer health informatics research. To earn points you must be present when these activities are conducted in class and must contribute to the group effort.

Final Project Presentations (10%) – At the end of the semester, your team will present your proposed ICT-based health intervention to the class. The team will present the rationale for and conceptual framework of the proposed intervention and present paper prototypes of the main ICT components.

GRADING CALCULATIONS:

Grades will be based on the following requirements:

Requirements/Criteria	%
Individual Requirements:	
1. Read & Reacts (<i>10 discussion board posts on different weeks</i>)	20
2. Needs Analysis and Annotated Bibliography	25
3. ICT-Based Health Intervention Plan	30
4. Attendance (min. 10 class days including presentation days)	5
Team Requirements:	
5. Brainstorming Activities	10
6. Final Project Presentations	10
TOTAL	100

GRADING SCALE:

Letter Grade	Percentage	Description
A	94.00-100.00	Exceptional
A-	90.00-93.5	Very Good
B+	87.00-89.5	Above average
B	83.00-86.5	
B-	80.00-82.5	
C+	77.00-79.5	Average, adequate, satisfactory, fair
C	73.00-76.5	
C-	70.00-72.5	
D+	67.00-69.5	Below average, marginal, poor
D	63.00-66.5	
D-	60.00-62.5	
F	0.00-59.5	Failing, unsatisfactory

COURSE SCHEDULE:

WEEK	TOPICS TO BE COVERED
1	Course Overview
2	Online Health Information Seeking
3	Health Literacy
4	Online Social Support Groups Social Media
5	Interactive & Tailored Health Communication
6	Web-Based Self-Management Programs
7	Mobile Technologies for Health
8	Health Games & Gamification

9	SPRING BREAK
10	Doctor-Patient Communication Patient Health Records and Portals
11	Designing Effective eHealth Applications
12	Theoretical Perspectives
13	Issues and Concerns Influencing Adoption
14	Emerging Technologies
15	Class Presentations

COPYRIGHT STATEMENT:

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

SEXUAL HARRASSMENT POLICY:

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

SCHOOL OF INFORMATION HARDWARE AND SOFTWARE REQUIREMENTS:

A list of all hardware and software requirements for students participating in the School of Information courses can be found at the following location: <http://ischool.cci.fsu.edu/academics/online/requirements/>

STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:

Incomplete (“I”) grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy.>)

Americans With Disabilities Act:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdr@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."