Students all meet with instructor for class weekly, synchronously, using a multi-media conferencing system such as Collaborate, at a specific class time indicated in the University’s course schedule for each semester. Additional asynchronous interactions among students and with instructor will be required, as indicated below in course evaluation and assessments, to complete the course.

Instructor: Z. He
Email: 
Office: 
Phone: 
Course Location/Website: 
Office Hours (in office, online or via phone): 
Teaching Assistant: 
Email: 

COURSE DESCRIPTION:

This is an introductory course in management of Health Information Technology (HIT) within a variety of organizational contexts. It is designed to develop a conceptual framework for integrating fundamental HIT management concepts, principles, policies, theories, and practices into an effective personal management process that relates to health-related organizations (broadly defined) of the 21st century. In addition, students acquire strategies for developing cohesive, productive HIT management teams through experiential learning.

COURSE OBJECTIVES:

At the end of the course, the student will be able to:

1. Discuss the characteristics of a well-functioning 21st Century Health IT organization and the relevance of change to the Health IT provision environment;
2. Employ appropriate management theories in the planning, practice, and evaluation of management within Health IT organizations;
3. Analyze HIT organization challenges, propose solutions, and succinctly explain the reasoning behind proposed solutions;
4. Translate government legislation (such as HIPPA) and professional ethics into appropriate organizational policies;
5. Present information within group settings in a professional manner
6. Practice strategies that result in cohesive, productive management teams;
7. Evaluate various approaches to team participation and management, including the communication of information within group settings;
8. Discuss the importance of management to all persons within, and serviced by, an HIT organization.
9. Assist principal investigators in designing data management plans that meet the requirement of federal funding agencies such as National Institutes of Health and National Science Foundation.

COURSE MATERIALS:

Optional Text:

In addition to the textbook material, references to additional reading material such as articles, newspapers, white papers, etc. will be posted on the course website.

Each student should also apply for a license for the Unified Medical Language System at https://uts.nlm.nih.gov/license.html

COURSE ASSIGNMENTS:

Activities & Show and Tell (10%) Throughout the courses, students will participate in activities individually or in a group. Students will receive 5 points for each activity through their participation. The Show and Tell is a five-minute short presentation that aims to allow students to explore major and trendy issues related to health information systems and share their thoughts and opinions with their classmates. Students are required to select one news article related to health information systems and give a brief presentation on his/her choice of article during class. One student will present during every session. A brief Q&A or discussion session on the issue will follow.

Example activities:
1) Create Your Own Personal Health Record
2) Find a HIPPA Violation Case
3) Search and Compare EHR Products
4) Integrating Technologies in the Strategic Statement

Quizzes (20%) You will have occasional quizzes to test your understanding and mastery of class concepts. Quizzes:
- are administrated online in the course management system
- become available for 1 week before the due date;
- are “open book” so that you can consult any resources you like;
- are multiple-choice;
- can be attempted three times and the highest grade is used as the final grade
- can be accessed and changed repeatedly until the due date/time by clicking Save Answer or Save All Answers; and are automatically graded upon submission.

Read and React (20%)
1. READ & REFLECT: Read at least 2 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.

Assignments (50%)
1. Strategic Planning Case Study Paper* (70 points) with In-Class Presentations (30 points)
2. System Acquisition Case Study Position Paper* (70 points) with In-Class Presentations (30 points)
3. IT Strategy and Systems Implementation Case Study Position Paper* (70 points) with In-Class Presentations (30 points)
4. A Data Management Plan for a sample NIH grant application (100 points)

* Note: These activities are individual.

GRADE CALCULATION:
The final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Show and Tell</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Read and React</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

GRADING SCALE:
Letter grades will be assigned based on the following scale:
A  93 – 100   A-  89 – 92
B+ 85 – 88    B  81 – 84
B- 77 – 80    C+  73 – 76
C  69 – 72    C-  65 – 68
D+  61 – 64   D  57 – 60
D-  53 – 56   F  0 – 52

COURSE OUTLINE:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS TO BE COVERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Health Care Information and Health Data</td>
</tr>
<tr>
<td>3</td>
<td>Health Care Information Regulations, Laws, and Performance Standards</td>
</tr>
<tr>
<td>4</td>
<td>Health Care Information Systems</td>
</tr>
<tr>
<td>5</td>
<td>Information Systems to Support Population Health</td>
</tr>
</tbody>
</table>
SCHOOL POLICIES:

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 Harassment 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/graduate/information/university_notices/

iSchool Hardware and Software Requirements
A list of all hardware and software requirements for students participating in the School of Information (iSchool) 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.

UNIVERSITY POLICIES:

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.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

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)
sdrc@admin.fsu.edu
https://dos.fsu.edu/sdrc/

**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.