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| **Health Policy, Systems, and Technologies for Improving Population Health** |
| **NGR 7874.050** |
| **SUMMER 2017** |

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| Beginning Date: | May 15, 2017 | End Date: | **July 21, 2017** |

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| Pre-requisites: | None | Credit Hours: | Three (3) Credits |
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| Class Location: | Canvas: http://my.usf.edu>NGR7874 | | |
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| Faculty Contact Information: | | | |
| Faculty Name: | Joan Perl MS, RN-BC | Office Location: | MDN: 1058 |
| Office Hours: | Office Hours are Monday 12-2 pm and hours by appointment | Virtual Office: | Mandatory Blackboard (Bb) Collaborate Sessions as scheduled. |
| Phone:  Fax:  Email Address:  Faculty Name:  Office Hours:  Phone: | 727-804-3232  813-974-8025  [jperl@health.usf.edu](mailto:jperl@health.usf.edu)  Dr. Rebecca Freeman  TBA  TBA | T.A. Name: | N/A |
| Fax: | Click here to enter text. | T.A. Email: | N/A |
| Email Address: | TBA | | |
| Preferred Method of Contact: | The preferred method of contact to reach the Joan Perl is via USF Health email. Texting is not an acceptable means of communication.  E-mail the professor to set up telephone meetings times.  A *General Discussion Board* is available in Canvas for questions that may be of interest to other members of the class.  Please do not use the Message Board in Canvas for anything other than a comment related to a specific assignment when you are posting the assignment. | | |
| Reply Guidelines: | Under most circumstances students can expect a response to e-mails within 48 hours, Monday -Friday. Response to emails sent on weekends and holidays is entirely dependent upon the professor’s availability and is not a requirement of the professor. | | |
| Technical Problems: | For technical assistance, i.e. accessing course, course materials, links, video presentations, documents, assignment submission, email: <http://hsc.usf.edu/nursing/resources/support/index.htm>      For All Users – It has been suggested to access the links through a Mozilla Firefox browse. | | |
| Other: | **CANVAS SUPPORT:** For technical assistance (e.g., accessing course, course materials, links, video presentations, documents, assignment submission, etc.) call IT Help Desk at 813-974-1222 (24/7 days a week) or email [Help@USF.edu](mailto:Help@USF.edu). It is best to call the IT Help Desk.  **USF HEALTH IT SUPPORT:** For questions regarding USF Health Email call: 813.974.6288, or email support: [support@health.usf.edu](mailto:support@health.usf.edu), or access the Health webpage at: <http://health.usf.edu/>  USF Health Email support is generally available M-F, 8-5 pm. | | |
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| **Course Description/Objectives** | |
| **Course Description:** | Provide knowledge needed to prepare nurse leaders to use information systems and technology to support patient care and provide leadership within health care systems. Evaluate how technology is integrated into care and care systems to inform quality improvement, decision-making, and patient care. |
| **Objectives:** | 1. Identify terminology, concepts, technology and systems in the context of informatics.  2. Analyze technical and scientific health information appropriate for various users’ needs, including patients and their caregivers.  3: Evaluate systems that monitor and assess outcomes of care and quality improvement including consumer use of health care information systems.  4. Investigate critical elements and strategic planning components necessary for the selection, use and evaluation of information systems and patient care technology to improve patient care outcomes.  5. Develop an evaluation plan using a conceptual framework that guides selection of data, specifically, variables, indicators an outcome measures from a practice or national data system.  6. Identify an area of interest related to digital health, which may include role development, implementation of innovations, mHealth, virtual platforms or telehealth.  7. Examine ethical and legal issues within the healthcare systems relating to the use of information, information technology, communication networks, and patient care technology. |

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| **Student Learning Outcomes:** | At the conclusion of this course, students will be able to:  1. Use appropriate information systems and technology to evaluate programs of care, patient outcomes, and care systems.  2. Analyze critical elements necessary for the selection; use and evaluation of health care systems and patient care technology.  3. Execute an evaluation plan using a conceptual framework that guides selection of data, specifically, variables of interest, indicators and outcome measures from a practice or national data system.  4. Describe innovations in digital health  5. Explain ethical and legal issues within healthcare systems relating to the use of information, technology, communication networks, and patient care technology. | |
| **Topical Outline:** | * Application of Health Informatics to Practice * Electronic Health Record / Personal Health Record / Interoperability * Decision Support / Evaluation of Decision Support Systems * Informatics Theory and Conceptual Frameworks * Introduction to Informatics Systems and Database Design * Digital Health Innovation, Including Mobile Health and Point of Care Technology * Evaluation of Practice Information Systems and Databases * Data Extraction from Practice Information Systems * Evaluation of Large Comprehensive Multisource Databases * Data Extraction from Large Comprehensive Multisource Databases * Regulation / Incentive Programs * Informatics – Security, Safety, Quality, & Patient Centered Care * Legal and Ethical Issues Related to Healthcare Informatics * Evaluation of Consumer Health Information * Analytics / Dashboards / Reporting – Evaluation of Outcomes * Evaluation Plan Development and Execution | |
| **Delivery / Materials** | |
| Delivery Format: | This course is delivered totally online via CANVAS. A functional computer with internet access is required. Students will also need access to printing for numerous handouts/resources posted in Canvas. All assignments should be prepared in Microsoft Word® or PowerPoint® and/or as specified in the instructions for each assignment. It is recommended that students use Mozilla Foxfire or Google Chrome for their search engine. |
| *Required Materials:* | **Required Textbooks:**  McBride, M and Tietz, M. (2015). Nursing informatics for the advanced practice nurse: Patient safety, quality, outcomes, and interprofessionalism. New York City, NY: Springer Publishing.  ISBN: 978-0-8261-2488-3  American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.  ISBN: 978-1-4338-0561-5 |
| Recommended Materials: | NA |
| **Grading Criteria** | | |
| Grading System: | The evaluation approach for this course is based on the point system and is outlined in the table below. A total of 100 points are possible. | |

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| Types of assessments:  Blackboard Collaborate (BbC) Sessions: | |  |  |  | | --- | --- | --- | | **Assignment** | **Points** | **Percent** | | P.A.T.C.H. Survey | 0 | 0% | | Blackboard Collaborate Ultra Session- Mandatory Session | 0 | 0% | | Identify Group for Group Assignments- Review Guidelines for Group Assignments and Oral Presentations in the Start Here Module | 0 | 0% | | Introduce Yourself Discussion Board | 0 | 0% | | QSEN Informatics Discussion Board | 5 | 5% | | Technology Solutions for Practice Improvement \* | 5 | 5% | | Workflow Planning Paper \* | 10 | 10% | | Data Analytics in the Clinical Setting \* | 15 | 15% | | Digital Health Innovation Project \* | 10 | 10% | | Database Evaluation & Gap Analysis \* | 10 | 10% | | Elevator Speech & One Pager \* | 20 | 20% | | Project Synthesis Poster/Project | 25 | 25% | | Blackboard Collaborate Ultra Presentations Mandatory Session: Poster/Project \* | 0 | 0 | | **TOTAL** | **100** | **100%** |   \* Assignments with an asterisk are Group Assignment  Assessments will include: readings, videos, recorded lectures, quizzes, discussion board assignments, and written assignments. In keeping with the University’s Mandatory First Week Attendance Policy, students are required to complete the PATCH Assessment and a personal introduction on the Discussion Board. Students should access the Canvas course on a regular basis and check course announcements frequently throughout the semester.  For assistance with writing, consider contacting the USF Writing Studio at <http://www.lib.usf.edu/writing/> for a consultation or appointment in person or online.  **Please see Course Schedule for complete details about assignments.**  **Reading Days:** At times there are 2 days in the last week of the course labeled Reading Days. These days are dedicated to your reading & study for final exams if they are a part of your course. There will be no assignments or mandated work due on those days. There are no scheduled reading days for the summer semester of 2017.  Bb Collaborate sessions in this course are all mandatory. If students cannot attend the live session they are required to listen to the recording of live session, which will be posted in the course. |

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| **Instructor Guidelines** | |
| Academic Integrity: | The USF College of Nursing expects students to maintain academic honesty in all courses. By virtue of being registered in a nursing course, students agree to refrain from cheating. If cheating in any form (academic dishonesty) is detected, appropriate action will be taken. (Refer to USF Academic Dishonesty Policy).  <http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.027.pdf> |
| *College of Nursing Grading Standards:* | 98-100=A+ 84-86=B 70-73=C-  94-97=A 80-83=B- 67-69=D+  90-93=A- 77-79=C+ 64-66=D  87-89=B+ 74-76=C 60-63=D-  Below 60=F |

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| **Grading Guidelines:** | Instructions and Evaluation Rubrics will be posted in the course for all graded assignments. Students should review the Instructions and the Evaluation Rubrics for each assignment carefully before preparing the assignment. All assignment instructions and rubrics are posted under the Assignment link in Canvas. Final grades will be rounded according to standard convention. For example, a 92.5 is rounded to 93 and 92.49 is rounded to 92.  There is no formative feedback for this course. However, students are encouraged to take advantage of the opportunity to receive formative feedback for written assignment through university-based resources available to all students. For assistance with writing consider contacting the USF Writing Studio for a writing consultation. |
| **Make-up Guidelines:** | Any questions or concerns regarding assignment due dates must be discussed with the professor prior to the specific assignment’s due date and will be addressed on an individual basis. There are no provisions for “extra credit” assignments for this course. |
| Late Assignments/ Incorrect Method of Submission: | All assignments should be submitted on/before the posted due date. A **penalty equal to 10%** of the point allocation for an assignment will be applied in the event the assignment is submitted after the posted due date. In circumstances, extensions may be granted on a case-by-case basis at the discretion of the instructor. Any request for the extension of a due date for an assignment must be communicated to the instructor and agreed upon prior to the due date of that assignment **via the USF Health e-mail system**. Discussion Board postings should be timely in order to provide a window of opportunity for online dialogue with other students in the class.  Students who inadvertently submit an assignment incorrectly (e.g., submit the wrong paper or submit through the wrong drop box in Canvas) should notify the instructor via e-mail immediately and no later than the due date for the assignment so that arrangements for re-submission can be made. |

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| ‘Incomplete’ Guidelines: | Incomplete (I)  Definition: An Incomplete grade (“I”) is exceptional and granted at the instructor’s discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control.  This applies to all gradable courses, including pass/fail (S/U).  Students may only be eligible for an “I” when:  • majority of the student’s work for a course has been completed before the end of the semester  • the work that has been completed must be qualitatively satisfactory  • the student has requested consideration for an “I” grade as soon as possible but no later than the last day of finals week. |
| *Withdrawal Guidelines:* | Withdrawal Policy (approved by CON Faculty Council 12/15/06; revised 1/19/07): Withdrawals are limited to 1 per course, with a limit of 2 per undergraduate or graduate program. Withdrawals are defined as officially withdrawing from any class after the Drop/Add period and before the final Withdrawal date as outlined in the Academic Calendar. Any student withdrawing in excess of stated policy may be dismissed from the College of Nursing unless the College of Nursing has pre-approved a documented Medical and/or Emergency situation.  Withdrawal Guidelines: [**http://www.grad.usf.edu/policies.php**](http://www.grad.usf.edu/policies.php)  **Withdrawal Date for this Session C Summer course is: July 1 – last date to drop with “W”; no refund & no academic penalty.** |

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| Schedule Change Guidelines: | The course schedule and calendar, assignments, and due dates are subject to change in the event of extenuating circumstances. Any changes to the Course Schedule will be communicated through the Announcements section in Canvas. Students should check frequently for new postings. |
| **Student Expectations:** | Specific knowledge, skills, attitudes, habits, behaviors, and resources are prerequisite to student success in the online learning environment and, accordingly, this course. Students should review the list outlined below, assess their own strengths and opportunities for improvement, and develop a personal plan for ensuring satisfactory performance and achievement as a student in the online environment.   * **Autonomy and independence:** First and foremost, success in the online learning environment requires self-motivation, willingness to accept responsibility, discipline, and the ability to solve problems effectively. Periodic technology glitches and failures are inherent to the online learning experience; online students must be able to tolerate and use available resources to resolve these issues when they arise. * **Time management:** Online learning provides learners with unparalleled flexibility but if you allow yourself to fall behind in the required readings and/or activities you run the risk of not being able to catch up. In addition, online learners often have many obligations beyond school (e.g., work, family, friends, social and professional organizations, etc.). It is essential that students learn to balance multiple priorities and carve out the time required to complete assigned readings and learning activities. For graduate level courses you should expect to spend a minimum of 9 to 12 hours per week for a three-credit course. * **Written communication skills**: Effective reading and writing skills are imperative to your success since most of the communication that occurs in the online environment is achieved through writing. For this course, it is particularly important that students carefully read and follow the instructions for each assignment. These have been stratified in some detail in an effort to provide students with the information needed in order to avoid unnecessary loss of points. Likewise, make sure you review the evaluation rubric for each assignment. Specific writing skills required for this course include the ability to compose and effectively organize a written discussion; to apply APA style guidelines/rules; and to apply basic rules of writing mechanics (e.g., grammar, syntax, sentence structure, punctuation, capitalization, etc.). Graduate students are also expected to write with clarity and precision. * **Technical skills:** Computer skills and effective literature search skills are essential to your success. Proficiency in the use of MS Word and APA format are essential. * **Technology and the right study environment**: Online students must have access to a reliable computer and printer. It may not be realistic to expect that you will be able to master relevant course content by simply reading it on a computer screen so be prepared to print necessary/required reading materials. Likewise, it is essential that you have a private space that serves to minimize distractions and allow you to focus. * **E-mail/ Online etiquette:** Appropriate online/ email etiquette should always be used when communicating with faculty members and between students. Students are expected to demonstrate appropriate behavior and language through all virtual correspondences. Please review the following presentation from the Purdue Online Writing Lab on Email Etiquette for Students: <https://owl.english.purdue.edu/owl/resource/694/1/>   The learner is expected to demonstrate initiative in seeking learning experiences that will enable achievement of the course objectives.  It is expected that students will seek appropriate assistance when necessary from the faculty member for the purpose of facilitating their learning.Completion of required readings and review of PowerPoint presentations and videos posted in Canvas are major learning activities for this course. Students should complete and study all required readings/resource materials. At the graduate level, for a 3-credit course, students should expect to spend a minimum of 9 hours per week studying and preparing assignments. However, the specific number of hours of class preparation will vary with each student depending upon reading, comprehension, and writing abilities. Students experiencing difficulties are urged to consult with their assigned academic advisor and/or the instructor as early in the semester as possible so that resources and support can be arranged. Students may seek assistance at the USF Counseling Center where many programs and services are available.  **Communication: The ONLY accepted email is the USF Health email account**. Students must obtain a USF Health email account immediately in order to send and receive communication from faculty. E-mails generated through other systems will not be accepted. If the student is having problems with the USF Health email account, he/she is expected to contact IT to resolve. There will be no exceptions. |
| What to Expect of the Instructor: | Learning is not something that can be passively acquired. **Learn** is an action word. Learning is best facilitated through a collaborative and participative partnership between the student(s) and the instructor. Once the instructor has provided the necessary resources, instructions and direction, the student primarily determines student-learning outcomes. The instructor is available for consultation and clarification to support successful learning outcomes throughout the duration of the course. Students are encouraged to contact the instructor **via USF Health email** or phone for questions and clarifications. Under most circumstances students can expect a response to e-mails/calls within 48 hours, Monday – Friday, except USF Holidays. If you have not received a response to your e-mail or phone call within 48 hours Monday - Friday, please feel free to e-mail or call again. |
| **Permission to use Lecture(s):** | The use or further distribution of the learning materials provided within Canvas, beyond that normally associated with student learning, are prohibited.  Participation in this course may involve access to and/or the use of copyrighted materials that are used in compliance with US Copyright Law. Under that law, materials may not be copied or distributed without permission. Within the context of this course, they are to be used solely in support of instructional activities and their use shall be limited to the duration of the course unless otherwise specified by the instructor or owner of the material. |

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| **Institutional Guidelines:** | |
| General Nursing Student Information: | Nursing Academic Policies and Procedures: <http://health.usf.edu/nursing/resources/index.htm>  USF Graduate Catalog: [http://www.grad.usf.edu/catalog.php](http://www.grad.usf.edu/catalog.php%20)  College of Nursing Student Handbooks:  Master’s: <http://health.usf.edu/nocms/nursing/pdfs/Masters_Handbook.pdf>  DNP: <http://health.usf.edu/nocms/nursing/pdfs/DNP_handbook.pdf>  PhD: <http://health.usf.edu/nocms/nursing/pdfs/PhDStudentHandbook.pdf> |
| Student Rights & Responsibilities, and Code of Conduct: | Review USF Student Rights & Responsibilities at: <http://www.sa.usf.edu/srr/page.asp?id=81>  Review USF Student Code of Conduct: <http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf> |
| *Disruption of Academic Process/Academic Integrity of Students:* | Disruption of the academic process and violations of the policies regarding academic integrity will not be tolerated. Review USF policies on Disruption of the Academic Process and the Academic Integrity of Students at:  <http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.025.pdf> |
| Academic Dishonesty/ Plagiarism: | Plagiarism will not be tolerated and is grounds for failure. Review USF Academic Dishonesty and Disruption of Academic Process Policy at:  Graduate: <http://www.grad.usf.edu/plagiarism.php>  The University of South Florida has an account with an automated plagiarism detection service (*Turnitin*), which allows instructors and students to submit student assignments to be checked for plagiarism. I (the instructor) reserve the right to 1) request that assignments be submitted as electronic files and 2) submit students’ assignments to *Turnitin*, or 3) request students to submit their assignments to *Turnitin* through myUSF. Assignments are compared automatically with a database of journal articles, web articles, the internet and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information about Plagiarism visit:  Plagiarism tutorial: <http://www.lib.usf.edu/guides/avoiding-plagiarism/> |
| Student Grievance Procedure: | Review USF Academic Grievance Policy at:  <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf>  Review USF Academic Grievance Procedure at:  Graduate: <http://www.grad.usf.edu/policies_Sect7_full.php#grievance> |
| *Special Accommodation:* | Visit the Students with Disabilities Services (SDS) website at: <http://www.sds.usf.edu/index.htm> |
| **Campus Closure Policy:** | Emergency Preparedness for Academic Continuity  <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-6-010.pdf> |
| Holidays and Religious Observances: | Students who anticipate the necessity of missing any exam due to the observation of a major religious observance should provide notice of the date(s) to the instructor, in writing, by the second class meeting. Review USF Attendance Policy for the Observance of Religious Days by Student at: <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf> |

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| **Resources for Students** | |
| The Center for Victim Advocacy and Violence Prevention:  Library Resources: | The Center for Victim Advocacy and Violence Prevention at USF is a confidential resource where you can talk about such situations and receive assistance in confidence. Additional confidential resources on the Tampa campus are the Counseling Center and Student Health Services. These confidential resources can help you without having to report your situation to either OSSR or DIEO, unless you request that they make a report. The centers can be reached at:  **Center for Victim Advocacy and Violence Prevention**  (813) 974-5757  <http://www.sa.usf.edu/ADVOCACY>  **Counseling Center**  (813) 974-2831  <http://www.usf.edu/student-affairs/counseling-center/>  **Student Health Services**  (813) 974-2331  <http://www.usf.edu/student-affairs/student-health-services/>  USF Library Resources and Services: <http://www.lib.usf.edu/>  Shimberg Health Sciences Library: [http://library.hsc.usf.edu/](http://library.hsc.usf.edu/" \t "_blank)  Shimberg Health Sciences Library Tutorials: <http://guides.lib.usf.edu/instructional_links> |
| Citing Sources (APA 6th Edition) Guides and Examples: | USF Tampa Library APA citation references:  <http://www.lib.usf.edu/citing-sources/apa/>  The Owl at Purdue APA guidelines:  <http://owl.english.purdue.edu/owl/section/2/10/>  Sample paper:  <http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf> |
| **Proctorio Information** | **Writing Resources and APA 6th Edition References:**  The Writing Center:  <http://www.lib.usf.edu/writing/> **\*\*Writing assistance is available in person on the USF Tampa campus or by telephone appointments.**  *All students must review the syllabus and the requirements including the online terms and video testing requirements to determine if they wish to remain in the course. Enrollment in the course is an agreement to abide by and accept all terms.   Any student may elect to drop or withdraw from this course before the end of the drop/add period.*  *Online exams and quizzes within this course may require online proctoring. Therefore, students will be required to have a webcam (USB or internal) with a microphone when taking an exam or quiz. Students understand that this remote recording device is purchased and controlled by the student and that recordings from any private residence must be done with the permission of any person residing in the residence.  To avoid any concerns in this regard, students should select private spaces for the testing. The University library and other academic sites at the University offer secure private settings for recordings and students with concerns may discuss location of an appropriate space for the recordings with their instructor or advisor.  Students must ensure that any recordings do not invade any third party privacy rights and accept all responsibility and liability for violations of any third party privacy concerns.  Setup information will be provided prior to taking the proctored exam. For additional information about online proctoring you can visit the* [*online proctoring student FAQ*](http://www.usf.edu/innovative-education/resources/student-services/online-proctoring.aspx)*.* |