HCAD501

Course Summary

Course : HCAD501 **Title :** Technology Applications in Healthcare Organizations
Length of Course : 8 **Faculty :**
Prerequisites : HCAD500 **Credit Hours :** 3

Description

Course Description:

This course addresses the role that information technology plays in the health delivery systems in the United States. Students will evaluate how the current and future trends in health information technology impact the quality, safety, and finances of the health care delivery system. The course provides students with a history of the Health Information Technology (HIT) evolution, an overview of current trends and challenges, the impact of HIT on the patient centered delivery system and the continuum of care, as well as the future trajectory of HIT. Students will gain a foundational knowledge of Health Information Technology and its connection with health care delivery systems and health administration. (Prerequisite: HCAD500)

Course Scope:

As health information technology continues to evolve, it has become an essential component of health administration and leadership. This course helps students prepare for success in this high-demand field by mastering the fundamental principles and practices of the current day use of technology in healthcare and anticipating the future ones. We will examine the latest trends, technology, and industry best practices, including telehealth, policy making, and the use of health information technology in a patient driven delivery system.

Objectives

The APUS Master of Science in Healthcare Administration is seeking accreditation through the Commission on the Accreditation of Healthcare Management Education (CAHME). One requirement for being accredited is that "The Program will adopt a set of competencies that align with the mission and types of jobs graduates enter. The Program will use these competencies as the basis of its curriculum, course content, learning objectives and teaching and assessment methods (CAHME Eligibility Requirements and Accreditation Criteria Revisions, Section III.A.1). The competencies identify the most important types of knowledge and skills that APU's Graduate Healthcare Administration students are expected to acquire and develop, and they serve as the basis on which students' performance is assessed throughout their time in their program of study. Specifically, the combination of competencies and performance assessments based on the competencies seek to answer the question: What are the most important knowledge and skills that students should demonstrate at graduation based on the learning experiences offered during the program. Accordingly, APU's Master of Science in Healthcare Administration, through the feedback of the programs advisory council and faculty have adopted the American College of Healthcare Executives' (ACHE's)

Leadership Competencies for Healthcare Services Managers.

The domain and associated competencies that will be utilized for performance assessment in this course are:

1. Leadership
    1. Leading Change
2. Healthcare and Healthcare Environment
    1. Health Systems & Organizations
3. Business
    1. General Management
    2. Laws & Regulations

This course is designed to assist in developing the following core competencies:

Competency Domain		Level	Course Objective(s)	Assessment Methods
Leadership	Leading Change	N	2, 3, 4, 5	Reflections, Discussion Assignments, Group Project
Healthcare & Healthcare Environment	Health Systems & Organizations	I	1, 2, 3, 4, 5	Reflections, Discussion Assignments, Group Project, Mid-term Exam
Business	General Management	N	1, 2, 3, 4, 5	Reflections, Discussion Assignments, Group Project, Mid-term Exam
	Laws & Regulations	N	4, 5	Reflections, Discussion Assignments, Group Project, Mid-term Exam

Outline

Week 1: The Evolution of Health Information Technology

Learning Outcomes

Course Objectives for this Week:

- Examine the evolution of Health Information Technology.
- Evaluate the current trends of Health Information Technology
- Assess the impact of HIT on the healthcare delivery system in the United States

Weekly Objectives:

- Identify significant advancements in the history of health information technology
- Define patient centered care
- Discuss the role of technology in patient centered care

Required Readings

Grando, M.A., Rozenblum, R. & Bates, D.W. (2015). *Information Technology for Patient Empowerment in Healthcare.* **Boston, MA: DeGruyter.**

Chapter 1: Patient-centered healthcare, patient engagement and health information technology: the perfect storm

Chapter 2: Placing patients at the center of patient-centered care: a healthcare provider system perspective of a powerful new technology-enabled "language"

Assignments

-Introductory Forum

-Discussion Forum 1- What Apps do you use?

-Harvard APA Style Quiz

-Reflection Week 1: Patient Centered Care and HIT

Recommended Optional Reading
Recommended Media

Week 2: The Impacts of Health Information Technology

Learning Outcomes

Course Objectives for the Week:

- Evaluate the current trends of Health Information Technology.
- Assess the impact of HIT on the healthcare delivery system in the United States.
- Analyze challenges faced by and because of Health Information Technology.

Weekly Learning Objectives:

- Identify factors that impact patients decision making regarding access to care.
- Explore health technology used by patients to aide in decision making regarding access to care.
- Describe technology available to patients to compare insurance plans, facilities and physicians.

Required Readings

Grando, M.A., Rozenblum, R. & Bates, D.W. (2015). *Information Technology for Patient Empowerment in Healthcare.* **Boston, MA: DeGruyter.**

Chapter 3: Using health IT to engage patients in choosing their doctors, health plans and treatments

Chapter 4: Old media to new in health: from information to interactivity

Assignments

-Discussion Forum Week 2

- Week 2 Quiz

-Reflection Week 2

Recommended Optional Reading
Recommended Media

Week 3: Health Policy and Health Information Technology

Learning Outcomes

Course Objectives for the Week

- Evaluate the current trends of Health Information Technology.
- Evaluate the anticipated trends of Health Information Technology
- Assess the impact of HIT on the healthcare delivery system in the United States.
- Analyze challenges faced by and because of Health Information Technology.

Weekly Objectives:

- Describe the elements of the HITECH Act
- Identify the functions and roles of the programs developed by the Office of the National Coordinator

Required Readings

Grando, M.A., Rozenblum, R. & Bates, D.W. (2015). *Information Technology for Patient Empowerment in Healthcare.* **Boston, MA: DeGruyter.**

[Chapter 5: Policy context and considerations for patient engagement with health information technology](#)

Assignments

-Discussion Forum Week 3

-Assignment #1- The Impact of HIT on patient choice and access to healthcare

-Quiz- The HITECH Act

Recommended Optional Reading
Recommended Media

Week 4: Patient Portals

Learning Outcomes

Course Learning Objectives for the Week:

- Evaluate the current trends of Health Information Technology.
- Evaluate the anticipated trends of Health Information Technology
- Assess the impact of HIT on the healthcare delivery system in the United States.
- Analyze challenges faced by and because of Health Information Technology.

Weekly Learning Objectives:

- Identify how patients use technology to access their health records.
- Describe how patients use data obtained from patient portals to make decisions about their health care.
- Define patient-provider communication tools.

Required Readings

Grando, M.A., Rozenblum, R. & Bates, D.W. (2015). *Information Technology for Patient Empowerment in Healthcare.* **Boston, MA: DeGruyter.**

- Chapter 6: Patient portals can enable provider-patient collaboration and person-centered care
- Chapter 7: Data model for integrated patient portals

Assignments

-Discussion Forum Week 4

-Midterm Exam

-Reflection Week 4

Recommended Optional Reading
Recommended Media

Week 5: Telehealth and E-Medicine

Learning Outcomes

Course Learning Objectives for the Week:

- Evaluate the current trends of Health Information Technology.
- Evaluate the anticipated trends of Health Information Technology
- Assess the impact of HIT on the healthcare delivery system in the United States.
- Analyze challenges faced by and because of Health Information Technology.

Weekly Learning Objectives:

- Discuss the history of Telemedicine.
- Identify key events and influences in the evolution of telemedicine.
- Examine the patient centered culture of e-medicine.

Required Readings

Grando, M.A., Rozenblum, R. & Bates, D.W. (2015). *Information Technology for Patient Empowerment in Healthcare.* **Boston, MA: DeGruyter.**

- Chapter 8: Telehealth: connecting patients with providers in the 21st century
- Chapter 9: Patient-controlled sharing of medical imaging data

Assignments

-Discussion Forum Week 5

-Quiz: Telemedicine

-Assignment #2: Telemedicine and the internet-changing the healthcare delivery model

Recommended Optional Reading
Recommended Media

Week 6: Patient Empowerment and Technology

Learning Outcomes

Course Learning Objectives for the Week:

- Evaluate the current trends of Health Information Technology.
- Evaluate the anticipated trends of Health Information Technology
- Assess the impact of HIT on the healthcare delivery system in the United States.

Weekly Learning Objectives:

- Identify best practices for choosing sources of online health information.
- Determine obstacles and benefits presented by informed consumerism.

Required Readings

Grando, M.A., Rozenblum, R. & Bates, D.W. (2015). *Information Technology for Patient Empowerment in Healthcare.* **Boston, MA: DeGruyter.**

- Chapter 10: Patient empowerment via technologies for patient-friendly personalized language
- Chapter 11: Finding and understanding medical information online

Assignments

-Discussion Forum- Week 6

- Reflection: Week 6

Recommended Optional Reading
Recommended Media

Week 7: Patient Empowerment and Technology

Learning Outcomes

Course Learning Objectives for the Week:

- Evaluate the current trends of Health Information Technology.
- Evaluate the anticipated trends of Health Information Technology
- Assess the impact of HIT on the healthcare delivery system in the United States.

Weekly Learning Objectives:

•Compare and contrast advanced methods of patient engagement, including social media, apps, patient portals, patient health records (PHRs), and other tools

•Format clinical information for maximum patient understanding

•Employ effective methods for engaging with patients regarding data analytics

•Summarize key considerations for the collection of patient-reported outcome data

•Delineate the benefits and challenges of utilizing patient satisfaction data for analytics

•Identify the most appropriate data methods for reporting on the patient experience of care

Required Readings

Grando, M.A., Rozenblum, R. & Bates, D.W. (2015). *Information Technology for Patient Empowerment in Healthcare.* **Boston, MA: DeGruyter.**

- Chapter 12: Electronic media for engaging patients in the research consent decision process
- Chapter 13: Patient engagement at the point of care: technology as an enabler

Assignments

-Discussion Forum: Week 7

-Final Presentation- Technology of Healthcare: The past, present, and the future

Recommended Optional Reading
Recommended Media

Week 8: Supportin Patients Using Technology

Learning Outcomes

Course Learning Objectives for the Week:

- Evaluate the current trends of Health Information Technology.
- Evaluate the anticipated trends of Health Information Technology
- Assess the impact of HIT on the healthcare delivery system in the United States.
- Analyze challenges faced by and because of Health Information Technology

Weekly Learning Objectives:

•Summarize key considerations for the collection of patient-reported outcome data

•Delineate the benefits and challenges of utilizing patient satisfaction data for analytics

•Identify the most appropriate data methods for reporting on the patient experience of care

Required Readings

Grando, M.A., Rozenblum, R. & Bates, D.W. (2015). *Information Technology for Patient Empowerment in Healthcare.* **Boston, MA: DeGruyter.**

- Chapter 14: Supporting active patient self-care
- Chapter 15: Using patient-reported outcomes to drive patient-centered care

Assignments

-Discussion Forum: Week 8

-Reflection Week 8

Recommended Optional Reading
Recommended Media

Evaluation

Forum

Please join the forums each week. Replies must be posted in the week due and replies after the end of each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum by **11:55pm, ET, Wednesday.**

- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to **at least 2 of your classmates** in each forum **by 11:55pm, ET, Sunday**.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Assignments:

Rubrics have been created and placed in the classroom. The rubrics in place will be used to grade written assignments.

Grading:

Name	Grade %
Discussions	10.00 %
Welcome Discussion	1.11 %
Week 1 Discussion	1.11 %
Week 2 Discussion	1.11 %
Week 3 Discussion	1.11 %
Week 4 Discussion	1.11 %
Week 5 Discussion	1.11 %
Week 6 Discussion	1.11 %
Week 7 Discussion	1.11 %
Week 8 Discussion	1.11 %
Assignments	40.00 %
Reflection-Week 1	4.00 %
Reflection-Week #2	4.00 %
Assignment #1- The impact of HIT on patient choice and access to healthcare	10.00 %
Reflection-Week 4	4.00 %
Assignment #2- Telemedicine and the internet	10.00 %
Reflection- Week 6	4.00 %
Reflection- Week 8	4.00 %
Final Project	20.00 %
Final Project- Technology of Healthcare	20.00 %
Exams	20.00 %
Midterm Exam	20.00 %
Quizzes	10.00 %
Telemedicine Quiz	2.50 %
APA Quiz	2.50 %
HITECH Act Quiz	2.50 %
Week 2 Quiz	2.50 %

Materials

Book Title: Information Technology for Patient Empowerment in Healthcare (Ebook available through the APUS Online Library)

Author: Grando, Carr, Rozenblum, Bates, et al.

Course Guidelines

Citation and Reference Style: Students will follow the American Psychological Association (APA) manual (7th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (7th ed). See http://www.apastyle.org and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx. Also see the APUS APA Style web page. This is a great resource to bookmark!

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or another appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 7th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/university-policies-and-honor-code/academic-dishonesty.html

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

> • Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

> • Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

> • Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an

assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, **please contact me before the due date so we can discuss the situation and determine an acceptable resolution.** Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and <u>especially</u> satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

Forums

Students are required to participate in the forums each week. Replies must be posted in the week due and replies after the end of each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to more than (2) of your classmates in each forum by 11:55pm, ET, Sunday.
- Responses to classmates are significant to advance the forum. An initial post must precede the response posts to peers.

An initial post received after Wednesday 11:55 pm will receive a 10% deduction for each day, for 3 days, prior to forum being graded. This means the highest grade possible for a late submission of 3 days, is 70%. However, response posts are due by Sunday 11:55 pm. If response posts are not submitted by this time, the discussion is over. Therefore, no points can be awarded for collaboration, and the highest grade possible for late submission past 3 days is 60%.

Assignment and Coursework Grading Policy

Students are expected to submit classroom assignments by the designated due date and to complete the course according to the published class schedule. Failure to submit coursework by the designated due date will result in a 10 percent (10%) penalty per day until three (3) days after the coursework is due. Therefore, after three (3) days the maximum grade the student can achieve with a late submission will be a grade of 70% ("C-"). If a student is ill, has a family crisis, or will miss scheduled coursework deadlines for any reason, the student shall notify the instructor in advance if at all possible. Assignments will not be accepted more than

7 days past the due date, unless arrangements have been made in advance of the due date with the instructor.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the Student Handbook for processes and policies at APUS. Notable policies:

- Drop/Withdrawal Policy

- Extension Requests

- Academic Probation

- Appeals

- Academic Dishonesty / Plagiarism

- Disability Accommodations

- Student Deadlines

- Video Conference Policy

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.

- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.

- Course content may vary from the syllabus' schedule to meet the needs of a particular group.