Course Syllabus

COURSE NUMBER: **ENIF 5383 Spring 2017**

COURSE TITLE: **Informatics and Consumer Health**

COURSE FACULTY

Instructor's Name: **Dr Jean Gordon**

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COURSE DESCRIPTION

Prepares the student to understand the use of electronic consumer information resources in the patient-provider partnership. Development, implementation, and evaluation of an organizational information website and patient portal will be addressed. Pre-requisite: ENIF 5384

COURSE COMPETENCIES

1.   Discuss the role of the organizational website and patient portal in providing quality care and enhancing patient/provider relationships.

2.   Participate as a member of a team developing consumer resources such as the patient portal and organizational website.

3.   Insure that the patient portal meets regulatory and accreditation requirements and maintains patients privacy, confidentiality of data, and data security.

4.   Consider factors specific to the patient population, e.g., reduced visual acuity or arthritis in aging clients, when designing a website or patient portal.

5. Take a leadership role in the implementation of a patient portal, helping all stakeholders to effectively utilize the resource.

6. Discuss the role of consumer information sites for patient education and quality evaluation, e.g. insurance sites with quality rating and regulatory sites.

Competency Map

Course Learning Objective	Weeks
1. Discuss the role of the organizational website and patient portal in providing quality care and enhancing patient/provider relationships.	1, 2, 3-4, 5-6, 7-8, 9-10, 11-12
2. Participate as a member of a team developing consumer resources such as the patient portal and organizational website.	2, 11-12
3. Insure that the patient portal meets regulatory and accreditation requirements and maintains patients privacy, confidentiality of data, and data security.	1, 2, 3-4, 7-8, 11-12
4. Consider factors specific to the patient population, e.g., reduced visual acuity or arthritis in aging clients, when designing a website or patient portal.	1, 2, 3-4, 5-6, 11-12
5.Take a leadership role in the implementation of a patient portal, helping all stakeholders to effectively utilize the resource.	2, 11-12
6. Discuss the role of consumer information sites for patient education and quality evaluation, e.g. insurance sites with quality rating and regulatory sites.	1, 2, 3-4, 5-6, 7-8, 9-10, 11-12

GRADING POLICY

Course grades will be based on participation and completion of assignments listed below.

Note: Points are weighted differently for the various assignments. All grades will be weighted to achieve the percentage value noted below.

Assignment	Total Points	Percentage
In Class Activities	13 @ 35 points each = 455 points	45.5%
Assignment #1- Reflection (individual)	100 points	10%
Discussion Boards	4 @ 50 points each= 200 points	20%
Assignment #2- Final Group Project	245 points	24.5%
	1000 points	**100%**

The weighted average of the graded assignments must be 80% or above to pass the course. All assignments should be submitted prior to the pre-determined due date, unless prior arrangements have been made with the course faculty and a new due date determined. If an assignment is submitted after the due date and no prior arrangements with the course faculty were made, five points will be deducted each day the assignment is past due.

GRADING SCALE

Final grades for the course will be determined based upon the following numerical grade scale:

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - Below 60

Census date: June 6, 2016

Last day to withdraw with no penalty: July 11, 2016

REQUIRED TEXTBOOK(S)

McGonigle, D; Mastrian, K. (2015) *Nursing informatics and the foundation of knowledge*. 3rd edition. Jones and Barlett Publishers ISBN: ISBN-13: 978-1284043518

UT Tyler Course Policies

The following course policies may be found at the website listed below: absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state-mandated course drop policy, and Social Security and privacy

http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf

University Policies

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with

learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

A pdf of these policies can be found at: http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf

The information contained in the course syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.

Course Assignments

Participation in Onsite Activities:

The time we are onsite together is an intense time of engagement with the instructor and your colleagues. Activities are intended to elicit robust participation from each person in attendance. These activities will be somewhat flexible in nature to encourage appreciation and learning about different milieus in which the cohort is engaged. Student preparation and information exchange are essential for a complete learning experience in this course and therefore will be reflected in this component of the grade. Absences, even excused, will have a negative effect on your grade.

Participation in Discussion Boards:

The exchange of ideas among colleagues engaged in scholarly inquiry is a key aspect of learning and is a requisite activity in this course. Topics will be posted on Blackboard at assigned times during the semester. Each student will compose and post a thoughtful response to each topic. Student responses must be substantive and contain at least one additional reference (not from assigned readings) supporting the opinion. In addition to the initial response, each student must write and submit a thoughtful reaction to at least two (2) classmates' postings.

Initial postings to Discussions are due on or before Wednesday, Day 3, and response postings are due on or before Sunday, Day 7 of the week that they are due. It is important to adhere to the weekly time frame to allow others ample time to respond to your posting. In addition, you are expected to respond to questions directed toward your own initial posting in a timely manner. To count as participation, responses need to be thoughtful; that is, they must refer to the week's readings, relevant issues in the news, information obtained from other sources, and/or ideas expressed in the postings of other class members. You may ask questions or offer further information or links about the subject. Please pay attention to grammar and spelling, as poorly written posts will receive grade penalties as outlined in the rubric. However, you are not required to observe APA citation format for DB postings—author, title, and link will suffice.

Assignments:
Students are accountable for reading assignments, and for informed participation in class discussions and posted discussion boards. **All formal papers must be submitted in APA Format (most current version). All assignments must be submitted through Blackboard.** Please be aware of the due dates of each assignment. UT Tyler Writing Center is an available resource to help you polish your writing.

Information will be posted in the classroom to give you contact information.

Application Assignments:

The Application Assignments provide you with the opportunity to apply the skills and knowledge gained through the Learning Resources. The application assignments are designed to measure specific professional knowledge and skills as outlined in the AACN Master's Essentials.

Review the following information prior to selecting resources for assignments. Because information in the field of health informatics changes so quickly, when you select articles for course assignments, it is preferable to focus on work published within the past five years.

Primary: A primary source is an original document that is the first account of what happened, such as a research report. In nursing, an evidence-based discipline, most resources should be primary research that is published in scholarly, peer-reviewed journals.

Secondary: A secondary source is work that interprets and often compiles other work; it includes review articles, textbooks, fact sheets, and commentaries about a topic. It also includes news reports of original research. Citation rules for secondary sources are addressed in the writing center or through APA.

Assignments will be graded on knowledge, reflected synthesis of relevant information, organization, and logic. However, papers are not to reflect a student's political or religious views. As a rule, news organizations and sources such as Wikipedia are not satisfactory references. However, because events

in our field (informatics) are moving so rapidly, at times a statement from a leader in the field published as breaking news or in a news feed will be useful to make a point.

Academic Honesty

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work, of material that is not your own. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Please note: All of your work is submitted through Blackboard. The university provides a software package to its professors called SafeAssign. This software is able to read your electronic submissions and highlight any passages in your work that match other works. Be very sure that you properly cite other people's work.

Incomplete Grade Policy

In general, incomplete grades are not granted. Incomplete grades can be granted in very rare circumstances to students who have already met the minimum criteria for active weekly participation in a course (including weekly postings in online courses) and have completed at least 80% of other coursework. Incompletes can be awarded when, because of extenuating circumstances, a student has not met additional course requirements, including but not limited to: written assignments, group projects, and research papers, as applicable. All Incomplete grades are awarded at the discretion of the course faculty.

Students who are eligible for an Incomplete must contact the course faculty to request the grade as soon as possible. Students who do not meet the criteria listed above will not be allowed to earn an Incomplete. If the Incomplete is approved, the Faculty Member will work with the student to outline the due date(s) for remaining work. Under no circumstances will the new due dates extend beyond 50 days from the last day of the term. All Incomplete grades not resolved within the time allotted will convert to permanent grades of F.

Instructor Feedback Schedule

The instructor will log in to the course during the week to monitor the weekly Discussion area and will provide feedback via the comments in the My Grades area, the Discussion area, and/or the Announcements page.

You can expect your weekly assignment grades to be posted within 10 calendar days of a due date. Instructor feedback and explanation are provided when full credit is not achieved. Depending on the nature of the feedback, Instructor responses may be posted to the Discussion area. The instructor's

goal is to facilitate discussion and learning facilitator rather than act as a lecturer. Faculty will not respond to every posting by every individual, so please feel free to ask if you would like some personal feedback on a particular assignment posting or any time you have any questions regarding your assignments or your grade.

Netiquette

Since most communication in the online learning interface takes place in written form, it is extremely critical to understand "netiquette" ("net etiquette") that covers a wide variety of conventions, all of which relate to maintaining a certain code of conduct in online communications. The university strongly upholds its students, staff, and faculty to the highest standards of conduct and expects all to demonstrate these acceptable courteous behaviors and practices in online communications as well. This is to ensure that students, staff, and faculty experience a professional and pleasant virtual environment. There are several resources available on the Internet that discuss the definition and core principles of netiquette, but briefly, being respectful, thoughtful, meaningful, and ethical are all fundamental rules of netiquette. To review some detailed guidelines on Netiquette, refer to the website by the Responsible Use of the Network Group of the IETF (Internet Engineering Task Force) at http://www.ietf.org/rfc/rfc1855.txt?number=1855 or the book titled "Netiquette.

Course Procedures

1. All class Discussions take place in the weekly Discussion areas.
2. Instructor feedback on individual students' content and writing issues will be done privately in My Grades. Be sure to check the My Grades area for comments every week, even if you received full credit.
3. Check your UT Tyler ENIF e-mail account on a regular basis. The expectation is that you are checking this e-mail account daily during the week. If you experience difficulty sending or receiving UT Tyler e-mail, please contact the Student Support Team right away.
4. Review all materials in the Course Information area, as well as the materials contained under each of the weekly buttons. Please note: There may be Optional Readings located within the Learning Resources section of each week in the course. You are encouraged to explore these readings as needed in order to enhance your understanding of the course content.

If you have any questions about your assignments, or you are unable to complete your assignments, please contact your instructor

End of Term: August 13

Course Schedule:

January 19 Session 1 8 AM –Noon

1. Insure that the patient portal meets regulatory and accreditation requirements and maintains patients privacy, confidentiality of data, and data security.

2.   Participate as a member of a team developing consumer resources such as the patient portal and organizational website.

Reading:

Chapter 9 Legislative Aspects of Nursing Informatics: HITECH AND HIPAA

Learning Objectives:
- Describe the purposes of the Health Information Technology for Economic and

  Clinical Health (HITECH) Act of 2009

Chapter 10 Systems Development Life Cycle: NI and Organizational Decision Making
Learning Objectives:
- Describe the system development life cycle (SDLC).

Activity #1

1. One of the largest problems with healthcare information security has always been inappropriate use by authorized users. How do HIPAA and the HITECH Act help to curb this problem?
 2. How do you envision **Health Level 7**, HIPAA, and the HITECH Act evolving in the next decade? Imagine that you are the designated Privacy Officer in a healthcare institution.
3. What types of monitoring procedures would you develop?

4. If you were the privacy officer, what would you include in your sanctions for violations policy?
 As privacy officer, how would you address the following?
   a. Tracking each point of access of the patient's database including who entered the data.

   b. Nurses in your hospital have an access code that only gives them access to their unit's

       patients. A visitor accidently comes to the wrong unit looking for a patient and asks

       the nurse to find out what unit the patient is on.

   c. Encouraging nurses to report privacy and security breaches.

Activity #2

Students are responsible to describe the SDLC using this approach. State the advantages and

disadvantages. Each team should share their perspective with the other teams.

Review Chapter 9, Legislative Aspects of Nursing Informatics: HITECH and HIPAA. Describe the issue of interoperability as it relates to the HITECH Act and the SDLC.

Activity 3

Think of a clinical setting you are familiar with and envision artificial intelligence tools. Are there any current tools in use?

Patient Centered Medical Home

https://www.youtube.com/watch?v=4PwZzRCTOyk

The Bridge Model of transitional Care

https://www.youtube.com/watch?v=qPr_7yzWmUU

Telehealth as a tool for nursing

https://www.youtube.com/watch?v=3YMxH9olpmw

Epic telepharmacy

https://www.youtube.com/watch?v=BGXMoSZYNuI

Great Lakes Home Health and Hospice Telehealth

 http://www.youtube.com/watch?v=uye_sdWZHNY

Eldercare via Television

 http://www.youtube.com/watch?v=S9_o7lPaFLw

diaPETic: a humanistic approach to diabetes management
http://www.youtube.com/watch?v=cHaa9f1_6kE

Smartphone Technology and Telemedicine - Mayo Clinic
http://www.youtube.com/watch?v=trxsCPOkfN4

Patient Centreed Medial Home: Brigham andwomens Hospital

https://www.youtube.com/watch?v=q95VotNSPo4

RFID Healthcare Movie http://www.youtube.com/watch?v=tBL16vNgLLY

Verichip. Welcome to the future http://www.youtube.com/watch?v=cHPSckL5RDI

Activity 4

Reflect on the SDLC in relation to the quality of the organizational decision making throughout the

project. What are some of the major stumbling blocks faced by healthcare organizations?

Systems Development Lifecycle

SDLC Overview

http://www.tutorialspoint.com/sdlc/sdlc_overview.htm

Waterfall Model

SDLC – Waterfall Model

http://www.tutorialspoint.com/sdlc/sdlc_waterfall_model.htm

Agile Model

http://www.tutorialspoint.com/sdlc/sdlc_agile_model.htm

Rapid Application Development

http://www.tutorialspoint.com/sdlc/sdlc_rad_model.htm

 In course assignments:

Waterfall

Agile

Rapid Application Development

Object Oriented Design

Dynamic System Development

Iterative

V-shaped

Big Bang Model

Activity 5

Create and overview of the system development and choose a decision making tool that you are familiar with and discuss how the system was developed, What cognitive tools were or could be used. What are/were the stumbling blocks involved?

What are the HIPAA regulations associated with the development?

What are the ADA requirements of the development for the consumer?

What tools will you utilize in the development?

What level of interoperability is required?

Reflect on the SDLC in relation to the quality of the organizational decision making throughout the

project. What are some of the major stumbling blocks faced by healthcare organizations?

January 19 Session 2 1 PM – 5 PM

1. Discuss the role of the organizational website and patient portal in providing quality care and enhancing patient/provider relationships.
2. Consider factors specific to the patient population, e.g., reduced visual acuity or arthritis in aging clients, when designing a website or patient portal.

Readings

Chapter 11 Administrative Information Systems
- Evaluate agency-based health information systems.

Chapter 17 Supporting Consumer Information and Education Needs
- Evaluate various technology-based approaches to consumer health education.

Chapter 18 Using Informatics to Promote Community/Population Health
- Describe informatics tools for promoting community and population health.

Discussions

Case Study: Joey is a 14 year who was just diagnosed with diabetes. Joey has never been in the hospital before and is scared. He has lots of questions but is afraid to ask. He is getting a lot of information but is having a hard time remembering everything. Consider Joey's age and brainstorm some innovative ways to educate Joey about diabetes.

Activity #6

Choose a clinical nursing topic and find 3 credible websites and 2 suspect websites. Then, create a patient education handout on evaluating web sites for credibility.

Discussion

How do you envision technology enhancing patient or consumer education in your setting?

Activity #7

Visit the Centers for Disease Control and Prevention web site http://www.cdc.gov/ and prepare a descriptive report of the informatics based community health education tools present on the site.

Activity #8

Imagine that you are a public health informatics specialist and you and your colleagues have determined that the threat of a new strain of influenza indicates a need for a mass inoculation program. What public health data would have been used to determine the need for such a program and what data will be collected to determine the success of such a program?

Discussion

Jean, a diabetes nurse educator, recently read an article in an online journal that she accessed through her health agency's database subscription. The article provided a comprehensive checklist for managing diabetes in older adults, which she prints and distributes to her patients in a diabetes education class. Does this constitute fair use or is this a copyright violation? Explain your answer.

1.   Participate as a member of a team developing consumer resources such as the patient portal and organizational website.
2.   Discuss the role of consumer information sites for patient education and quality evaluation, e.g. insurance sites with quality rating and regulatory sites

Readings
Chapter 12: The Human-Technology Interface
- Describe the human – technology interface.

Discussions

You are a member of a team that has been asked to evaluate a prototype PDA-based application for calculating drug dosages. Based on what you know about usability testing, what kind of test (or tests) might you do and why?

Is there a human-technology interface that you have encountered and you think needs improving? If you were to design a replacement, which of the analysis techniques you read about would you choose? Why?

How could collaboration and knowledge sharing at a single organization be used to help individuals

preparing for information technology at a different facility?

Activity # 9

How do you envision technology enhancing patient or consumer education in your setting?

Formulate a plan evidencing a potent patient education episode on MRSA. Provide a rationale for

each approach and describe a tool you would use to educate the patient and his or her family.

Discussion

Overview of Web 2.0 http://www.youtube.com/watch?v=rDqGQ59jw_Y&feature=related and

describe the implications for health care technology.

Activity #10

Take the tour of Google Docs presented here

Imagine a scenario where the ease of collaboration among health care professionals afforded by this technology will impact nursing practice.

January 20   Session 4   1 PM – 5 PM

Session Objective

Take a leadership role in the implementation of a patient portal, helping all stakeholders to effectively utilize the resource.

Chapter 19 Telenursing and Remote Access Telehealth

- Evaluate socioeconomic factors likely to increase the use of telehealth interventions.

Chapter 22 Games, Simulations, and Virtual Worlds for Educators

- Compare and contrast games, simulations, and virtual worlds as informatics tools for nursing education.

Activity #11

Search for 3 examples of the use of telehealth in your community.

Choose one type of telehealth intervention and design a patient education brochure on the use of the intervention.

Activity# 12

Telehealth technology has extended the arms of traditional health care delivery into homes, clinics, and other environments outside the bricks and mortar of hospitals.   Will the increased use of these telehealth technology tools be viewed as "de-humanizing" patient care or will they be viewed as a means to promote more contact with healthcare providers and new ways for people to "stay

connected" (as online disease support groups), thereby creating better long term disease management and patient satisfaction?

Activity #13

Consider a recent patient care scenario of yours and describe how it could have been managed at a distance.

      a. What training would you need?

      b. What equipment would you use?

      c. How would your patient and his/her family respond to home telemonitoring?

Discussion

View the Glymetrix diabetes Game http://www.diabetesgame.com/ and discuss the differences

between this learning approach and a more traditional patient education approach.

Find and share other health education games published on the Internet.

    Develop guidelines for assessing the credibility of the information provided in the gaming format.
    Here are some examples:

- Children's Nutrition Resource Center http://www.bcm.edu/cnrc/

- Nutrition Explorations http://www.nutritionexplorations.org/kids/activities-main.asp

- The Nutrition and Food Web Archive http://www.nafwa.org/games.php

- MyPyramid Blast Off Game

    http://www.fns.usda.gov/multimedia/games/blastoff/blastoff_game.html

- The Game Closet (http://kidshealth.org/kid/closet/index.html)

- Health Games for Kids and Adults (http://www.playnormous.com/)

- Health Games at WebMD (http://www.webmd.com/a-to-z-guides/games/default.htm)

Visit a social support networking site related to health care such as http://www.carepages.com/

- What are the potential benefits to such a site?

◦ What are the potential risks involved?

Final Group Project : In a 8 -10 page paper using APA 6th edition format select one of the below topics and submit by April 23 before 11:59PM CT. Use at least six peer reviewed scholarly articles to support your positions

(choose 1)

o Develop an healthcare education and training program

o Development of a set of questions on customer satisfaction specific to a specific

    population.

    o reviewing standards for the various programs; what existing customers should

        be contacted for feedback on areas of consumer satisfaction;

o Development and refinement of an instrument to collect data on patients within a

    disease management program (Congestive Heart Failure (CHF) , diabetes, COPD).

    o This should involve research into the disease; identify pertinent areas for

        meaningful data collection; development of specific questions for data

        collection; plan for training of nursing staff to utilize the new care plan.

Weekly Schedule:

Week/Dates	Readings	Assignments
Week 1 1/17-22	Text Chapters 9, 10, 11, 12, 17	In Class Activities # 1- 13 as described above
Week 2 1/23-1/29	Text Chapters 18, 19, 22	
Weeks 3-4 1/30-Feb 12		Assignment #1 Reflection: For the first assignment please reflect upon your in-class learning's and provide a brief summary and how you will use this knowledge in your professional endeavors. The paper should be 2-3 pages in APA format with a cover page and reference page with a minimum of two scholarly resources required. Please review the grading rubric. This assignment will be worth 10% of your final grade

Weeks 5 – 6 Feb13-26	Text Chapter 20	Discussion Board #1: Which technology do you find most beneficial to use in your practice or education setting? Why do you find this tool useful? From your perspective, how can you enhance this tool?
Weeks 7 – 8 Feb 27-Mar 12	Text Chapter 13	Discussion Board #2: Research cloud computing in relation to healthcare. What are the major security and privacy challenges? Please choose three and describe them in detail
Weeks 9 - 10 Mar 13-26	Text Chapter 28	Discussion Board #3: Will the new tools and technologies that nurses might use to manage the "knowledge explosion" be sufficient on their own, and how will they need to interact with human factors?
Weeks 11 - 12 Mar 27-Apr 9		Discussion Board #4 - Reflection Discussion Highlight the top 10 pearls of wisdom you have learned as a result of taking this course that will assist you in the future to use informatics to improve consumer health.

Weeks 13 -
14
Apr 10-Apr
23
	Final
	Project
	Due
	April 23
		Final Group Project : In a 5 - 7 page paper using APA 6th edition format select one of the below topics and submit by **April 23** before 11:59PM CT. Use at least six peer reviewed scholarly articles to support your positions
		
		(choose 1)
		
		       o Develop an healthcare education and training program
		
		       o Development of a set of questions on customer satisfaction specific to a specific population.
		
		         o reviewing standards for the various programs; what existing customers should be contacted for feedback on areas of consumer satisfaction;
		
		       o Development and refinement of an instrument to collect data on patients within a disease management program (Congestive Heart Failure (CHF) , diabetes, COPD).
		
		         o This should involve research into the disease; identify pertinent areas for meaningful data collection; development of specific questions

		for data collection; plan for training of nursing staff to utilize the new care plan.

Graded Discussion Rubric				
	Levels of Achievement			
Criteria	**Beginning (0)**	**Developing (10)**	**Accomplished (15)**	**Pts.**
Quality of Initial Response	initial response was not relevant to the original question and/or word minimum for response was closer to 150 than 200 words	initial response was relevant to the discussion but failed to adequately support a position and/or word minimum for the response was closer to 200 words	initial response was relevant to the discussion question and supported a position with factual information; word minimum for posting was 250 words was met or exceeded	
Quality of Responses to Posts of Others	responses to two posts were not made as required or responses were inadequate for the topic and/or postings were closer to 50 words than 100 words	responses to two posts were made as required and/or responses were adequate for the topic; postings were closer to 100 words	two responses (of 150 words) was created for two others; responses shared contained a new idea or easily complemented the original posts	
Understanding of Reading and Support Materials	postings were not relevant to assignment or question posed nor did they draw upon the external readings or support materials	posting reflected some of the reading and outside source materials, but they were not adequately described	posting reflected outside readings and information with proper outside source materials citations	
Criteria	**Beginning (0)**	**Developing (3)**	**Accomplished (5)**	
Spelling and Grammar	posting had too many spelling errors and had not been quality checked prior to posting for grammar issues	posting had a limited number of spelling or grammar usage errors	posting had been quality checked and was free of noticeable spelling or grammar errors	
Total: 15 + 15 + 15 + 5 = 50 pts.				

Grading Rubric – Reflection Paper- Assignment #1

Criteria	Levels of Achievement		
	Novice	**Competent**	**Proficient**
Formatting	(0-9 Points) Student: 1. Did Not Follow APA Format 2. Paper Length = >1 Pagesein Length 3. Paper Did Not Include Title and Reference Page 4. Reference page included less than 1 scholarly references 5. Paper was not double spaced, 1 inch margins and 12 pt font	(10-14 Points) Student: 1. Marginally Followed APA Format 2. Paper Length = 1- 2 Pages in Length 3. Paper Included Title Page, Abstract and Reference Page 4. Reference page included 1 scholarly references 5. Paper was double spaced, 1 inch margins and 12 pt font	(15 Points) Student: 1. Followed APA Format 2. Paper Length = 2-3 Pages in Length 3. Paper Included Title Page, Abstract and Reference Page 4. Reference page included 2 scholarly references 5. Paper was double spaced, 1 inch margins and 12 pt font
Organization	(0-49 Points) Student did not fully comply with the guidelines prescribed for this assignment.	(50-79 Points) Student marginally complied with the guidelines prescribed for this assignment; including only some elements.	(80 Points) Student fully complied with the guidelines prescribed for this assignment; including all elements.
Grammar	(0-2 Points) Student paper/project contained "4 or more" spelling and/or grammar errors.	(3-4 Points) Student paper/project contained a maximum of "2-3" spelling and/or grammar errors.	(5 Points) Student paper/project was free of spelling and grammar errors.

Grading Rubric – Assignment #2 Final Group Paper

	Levels of Achievement		
Criteria	**Novice**	**Competent**	**Proficient**
Formatting	(0-19 Points) Student: 1. Did Not Follow APA Format 2. Paper Length = >3 Pages in Length 3. Paper Did Not Include Title and Reference Page 4. Reference page included no scholarly references and only one of the suggested resources 5. Paper was not double spaced, 1 inch margins and 12 pt font	(20-44 Points) Student: 1. Marginally Followed APA Format 2. Paper Length = 3-4 Pages in Length 3. Paper Included Title Page, Abstract and Reference Page 4. Reference page included 1 scholarly references and only two of the suggested resources 5. Paper was double spaced, 1 inch margins and 12 pt font	(45 Points) Student: 1. Followed APA Format 2. Paper Length = 5-7 Pages in Length 3. Paper Included Title Page, Abstract and Reference Page 4. Reference page included 6 scholarly references 5. Paper was double spaced, 1 inch margins and 12 pt font
Organization	(0-99 Points) Student did not fully comply with the guidelines prescribed for this assignment.	(100-179 Points) Student marginally complied with the guidelines prescribed for this assignment; including only some elements.	(180 Points) Student fully complied with the guidelines prescribed for this assignment; including all elements.
Grammar	(0-12 Points) Student paper/project contained "4 or more" spelling and/or grammar errors.	(13-99 Points) Student paper/project contained a maximum of "2-3" spelling and/or grammar errors.	(20 Points) Student paper/project was free of spelling and grammar errors.