

Cover Sheet: Request 11528

HSA3XX Health Informatics & Social Media

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Vogle,Candice Raquel cvogle@ufl.edu
Created	2/28/2017 9:47:59 AM
Updated	2/28/2017 1:08:06 PM
Description of request	This course provides a fundamental understanding of health care information systems and infographics. Key topics will include: electronic health records, computerized provider order entry, telemedicine, HIPAA privacy and security regulations, and cyber-security.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	PHHP - Health Services Research, Management and Policy 313308000	Young, Ikiah Lachar		2/28/2017
Added HSA4XXX HealthInformatics & Social Media Syllabus_REVISED.pdf					2/28/2017
Added Health-Informatics Rationale.pdf					2/28/2017
College	Approved	PHHP - College of Public Health and Health Professions	HANSON, STEPHANIE L.		2/28/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/28/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11528

Info

Request: HSA3XX Health Informatics & Social Media

Description of request: This course provides a fundamental understanding of health care information systems and infographics. Key topics will include: electronic health records, computerized provider order entry, telemedicine, HIPAA privacy and security regulations, and cyber-security.

Submitter: Vogtle,Candice Raquel cvogtle@ufl.edu

Created: 2/28/2017 1:02:36 PM

Form version: 2

Responses

Recommended PrefixHSA

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course TitleHealth Informatics & Social Media

Transcript TitleHealth Informatics

Degree TypeBaccalaureate

Delivery Method(s)On-Campus

Co-ListingNo

Effective Term Spring

Effective Year2018

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course provides a fundamental understanding of health care information systems and infographics. Key topics will include: electronic health records, computerized provider order entry, telemedicine, HIPAA privacy and security regulations, and cyber-security.

Prerequisites Upper division standing

Co-requisites Upper division standing

Rationale and Placement in Curriculum Health informatics is a multidisciplinary profession encompassing Dental Informatics, Nursing Informatics, Pharmacy Informatics, Public Health Informatics and other medical specialties that integrate computer technology to improve healthcare, health education and biomedical research.

Health Informatics professionals are in demand as the healthcare systems in the U.S. continuously evolves with the advances in technology,

The course objectives, assignments, and activates are designed to contribute towards mastery of key competencies in the Health Sciences and Public Health bachelor degree curriculums.

Course Objectives • Apply the systems development life cycle (SDLC) process to a case scenario to fit with the strategic business plan of an organization.

Health Sciences Learning Outcomes and Public Health Bachelor Degree Domains
The fundamental concepts and features of project implementation, including planning, assessment and evaluation (D10.5)

- Identify and discuss the key elements of the HIPAA Security Rule from a recent HIPAA violation in the news.

Health Sciences Learning Outcomes and Public Health Bachelor Degree Domains

Apply knowledge and application of core bioethical principles to contemporary health issues (SLO 4)

Basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government (D10.7)

- Identify barriers and legal, ethical, and regulatory issues associated with technology-based connection and engagement strategies.

Health Sciences Learning Outcomes and Public Health Bachelor Degree Domains

Apply knowledge and application of core bioethical principles to contemporary health issues (SLO 4)

Basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government (D10.7)

- Define the roles of federal, state, and local public health agencies in the development of public health informatics.

Health Sciences Learning Outcomes and Public Health Bachelor Degree Domains

Describe key elements of the U.S. healthcare system. (SLO 1)

The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries (D10.6)

- Evaluate evidence-based practice and translational research.

Health Sciences Learning Outcomes and Public Health Bachelor Degree Domains

Develop and apply critical analysis skills to contemporary health issues (SLO 6)

The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice (D10.2)

Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology (D10.8)

Course Textbook(s) and/or Other Assigned ReadingTextbooks:

Required: Mastrian & McGonigle, Informatics for Health Professionals. (2017) Jones & Bartlett Learning. ISBN-13: 978-1284102635, ISBN-10: 1284102637

Supplement: Wager, Lee, Glaser. Health Care Information Systems. 3rd edition. (2013) John Wiley and Sons.

ISBN: 9781118173534, Available as free e-book from UF Library (you must be logged on to UF VPN if off campus) <http://www.books24x7.com/marc.asp?bookid=58155>

Online Resources: Carnegie Mellon University Open Learning Initiative

<https://oli.cmu.edu/>

Additional Materials:

Selected supplemental websites and articles will be posted on Canvas. You are responsible for all supplemental readings. Supplemental material will be discussed in class and included on tests.

PowerPoint presentations will be posted on the course website however will not always be available before class. Material provided in the PowerPoint presentations is intended to

supplement the course material and information discussed in class.

Weekly Schedule of Topics Week 1

Topics & Assignments

Course Introduction & Syllabus Review

Informatics, Disciplinary Science, and the Foundation of Knowledge

Readings

Chapter 1- Mastrian & McGonigle

Data, Information, Knowledge, Wisdom (DIKW): A Semiotic Theoretical and Empirical Exploration of the Hierarchy and its Quality Dimension by Sasa Baskarada, Andy Koronios

Week 2

Topics & Assignments

Introduction to Information, Information Science, and Information Systems

DS1 Assignment

Readings

Chapter 2- Mastrian & McGonigle

Week 3

Topics & Assignments

Computer Science and the Foundation of Knowledge Model

Readings

Chapter 3- Mastrian & McGonigle

Week 4

Topics & Assignments

Introduction to Cognitive Science, Informatics and Artificial Intelligence

Readings

Chapter 4- Mastrian & McGonigle

Week 5

Topics & Assignments

Ethical and Legal Aspects of Health Informatics

DS2 Assignment

Readings

Chapters 5- Mastrian & McGonigle

Meslin, E. M., Alpert, S. A., Carroll, A. E., Odell, J. D., Tierney, W. M., & Schwartz, P. H. (2013). Giving patients granular control of personal health information: Using an ethics "Points to Consider" to inform informatics system designers. *International Journal of Medical Informatics*, 82(12), 1136–1143. <https://doi.org/10.1016/j.ijmedinf.2013.08.010>

Week 6

Topics & Assignments

Test 1

Systems Development Life

Cycle: Informatics and Organizational Decision Making

Readings

Chapter 6- Mastrian & McGonigle

Chapter 7- Wager

Week 7

Topics & Assignments

Administrative Information Systems

Readings

Chapters 7- Mastrian & McGonigle

Week 8

Topics & Assignments

The Human–Technology Interface

Readings

Chapter 8- Mastrian & McGonigle

Week 9

Topics & Assignments

NO CLASS – UF Spring Break

Week 10

Topics & Assignments

Electronic Security

Infographic assignment

Readings

Chapter 9- Mastrian & McGonigle

Week 11

Topics & Assignments

The Electronic Health Record

DS3 Assignment

Readings

Chapter 11- Mastrian & McGonigle

Jensen, P. B., Jensen, L. J., & Brunak, S. (2012). Mining electronic health records: towards better research applications and clinical care. *Nature Reviews Genetics*, 13(6), 395–405. <https://doi.org/10.1038/nrg3208>

Week 12

Topics & Assignments

Test 2

Patient Engagement and Connected Health

Readings

Chapter 13- Mastrian & McGonigle

Eyler, A. A. (2011). Consumer health informatics: improving patient engagement. *Translational Behavioral Medicine*, 1(1), 10–10. <https://doi.org/10.1007/s13142-010-0003-1>

F. J. G., Sheps, S., Ho, K., Novak-Lauscher, H., & Eysenbach, G. (2014). Social Media: A Review and Tutorial of Applications in Medicine and Health Care. *Journal of Medical Internet Research*, 16(2), e13. <https://doi.org/10.2196/jmir.2912>

Week 13

Topics & Assignments

Using Informatics to Promote Community/Population Health

Readings

Chapter 14- Mastrian & McGonigle

Dowding, D., Arcia, A., Bjarnadottir, R. I., Iribarren, S., & Yoon, S. (2016). Integrating a Proposed Population Health Model with Nursing Informatics Research. *Studies in Health Technology and Informatics*, 225, 732–734.

Week 14

Topics & Assignments

Data Mining as a Research Tool

Reflective writing

Managing and using EMR data for research

DS4 Assignment

Readings

Chapter 16- Mastrian & McGonigle

Holzinger, A., & Jurisica, I. (2014). Knowledge Discovery and Data Mining in Biomedical Informatics: The Future Is in Integrative, Interactive Machine Learning Solutions. In *Interactive Knowledge Discovery and Data Mining in Biomedical Informatics* (pp. 1–18). Springer, Berlin, Heidelberg. Retrieved from http://link.springer.com/chapter/10.1007/978-3-662-43968-5_1

Murdoch, T. B., & Detsky, A. S. (2013). The Inevitable Application of Big Data to Health Care. *JAMA*, 309(13), 1351–1352. <https://doi.org/10.1001/jama.2013.393>

Week 15

Topics & Assignments

Finding, Understanding, and Applying Research Evidence in Practice

Readings

Chapter 17- Mastrian & McGonigle

Pantelopoulos, A., & Bourbakis, N. G. (2010). A survey on wearable sensor-based systems for health monitoring and prognosis. *IEEE Transactions on Systems, Man, and Cybernetics, Part C (Applications and Reviews)*, 40(1), 1–12.

Week 16

Topics & Assignments

Test 3

Readings

Supplemental Readings

Moorhead, S. A., Hazlett, D. E., Harrison, L., Carroll, J. K., Irwin, A., & Hoving, C. (2013). A New Dimension of Health Care: Systematic Review of the Uses, Benefits, and Limitations of Social Media for Health Communication. *Journal of Medical Internet Research*, 15(4), e85. <https://doi.org/10.2196/jmir.1933>

Links and Policies Learning-support@ufl.edu

<https://lss.at.ufl.edu/help.shtml>

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

<https://evaluations.ufl.edu>.

<https://evaluations.ufl.edu/results/>

<http://www.dso.ufl.edu>

<http://www.counseling.ufl.edu>.

<http://www.umatter.ufl.edu/>

<https://shcc.ufl.edu/>

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

www.multicultural.ufl.edu

Grading Scheme Requirements Due %

Tests 1-3 Times and dates posted in Canvas 25

Presentations: Topic, Videos, P3s, Papers Times and dates posted in Canvas 30

Projects: In-class, Short Papers, Infographics Times and dates posted in Canvas 15

Discussion boards Times and dates posted in Canvas 10

Quizzes Random In-class and some dates posted in Canvas 10

Attendance Assigned class dates 5

Professionalism & Participation Assigned class dates 5

Instructor(s) Frederick Kates

University of Florida
College of Public Health & Health Professions Syllabus
HSA4930 Health Informatics & Social Media (3 credit hours)
Spring: 2018
Delivery Format: In-class
E-Learning in Canvas

Instructor Name: Rick Kates, PhD, MBA
Room Number: 3115
Phone Number: 352-273-6060
Email Address: kates.rick@php.ufl.edu
Office Hours: Tuesday 9-11am & by appointment

Teaching Assistant:
Room Number:
Email Address:
Office Hours: Tuesday 9-11am & by appointment

Preferred course communications: Canvas email
Course meeting times and location: TBA

Prerequisites

Upper division standing

PURPOSE AND OUTCOME

Course Overview

This course provides a fundamental understanding of health care information systems and infographics, starting with an overview of clinical and administrative information systems used in health care. Key topics will include: electronic health records, computerized provider order entry, telemedicine, HIPAA privacy and security regulations, and cyber-security. The second half of the course will provide an in-depth look at current information technologies to include health social media, health sensors, wearables, and smartphone-based health technologies to gain an understanding of the emerging role of health informatics.

Relation to Program Outcomes

The course objectives, assignments, and activities are designed to contribute towards mastery of key competencies in the Health Sciences and Public Health bachelor degree curriculums.

Course Objectives

- Apply the systems development life cycle (SDLC) process to a case scenario to fit with the strategic business plan of an organization.
- Identify and discuss the key elements of the HIPAA Security Rule from a recent HIPAA violation in the news.
- Identify barriers and legal, ethical, and regulatory issues associated with technology-based connection and engagement strategies.
- Define the roles of federal, state, and local public health agencies in the development of public health informatics.
- Evaluate evidence-based practice and translational research.

Course Objectives/Competences Matrix

Course Objectives	Health Sciences Learning Outcomes and Public Health Bachelor Degree Domains	Assessment
Apply the systems development life cycle (SDLC) process to a case scenario to fit with the strategic business plan of an organization.	The fundamental concepts and features of project implementation, including planning, assessment and evaluation (D10.5)	Presentation
Identify and discuss the key elements of the HIPAA Security Rule from a recent HIPAA violation in the news.	Apply knowledge and application of core bioethical principles to contemporary health issues (SLO 4) Basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government (D10.7)	Presentation
Identify barriers and legal, ethical, and regulatory issues associated with technology-based connection and engagement strategies.	Apply knowledge and application of core bioethical principles to contemporary health issues (SLO 4) Basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government (D10.7)	Test
Define the roles of federal, state, and local public health agencies in the development of public health informatics.	Describe key elements of the U.S. healthcare system. (SLO 1) The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries (D10.6)	Test
Evaluate evidence-based practice and translational research.	Develop and apply critical analysis skills to contemporary health issues (SLO 6) The basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice (D10.2) Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology (D10.8)	Test

Instructional Methods

The course is housed in UF e-Learning in Canvas. This course is blended taught through a discussion and lecture format with online “Blended Learning” assignments. Your participation in the class is vital to its success. I expect you to be prepared and ready to participate in each class. If voluntary participation lags, I will call upon students at random.

Blended Learning

Throughout the semester several Blended Learning assignments will be uploaded in Canvas.

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

All reading assignments including supplemental readings should be read prior to class to facilitate your learning and class discussions. If you miss class, it is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from the missed class. The syllabus and course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

Week	Date	Topics & Assignments	Readings
1	January	Course Introduction & Syllabus Review Informatics, Disciplinary Science, and the Foundation of Knowledge	Chapter 1- Mastrian & McGonigle Data, Information, Knowledge, Wisdom (DIKW): A Semiotic Theoretical and Empirical Exploration of the Hierarchy and its Quality Dimension by Sasa Baskarada, Andy Koronios
2	January	Introduction to Information, Information Science, and Information Systems DS1 Assignment	Chapter 2- Mastrian & McGonigle
3	January	Computer Science and the Foundation of Knowledge Model	Chapter 3- Mastrian & McGonigle
4	January	Introduction to Cognitive Science, Informatics and Artificial Intelligence	Chapter 4- Mastrian & McGonigle
5	February	Ethical and Legal Aspects of Health Informatics DS2 Assignment	Chapters 5- Mastrian & McGonigle Meslin, E. M., Alpert, S. A., Carroll, A. E., Odell, J. D., Tierney, W. M., & Schwartz, P. H. (2013). Giving patients granular control of personal health information: Using an ethics "Points to Consider" to inform informatics system designers. <i>International Journal of</i>

			<i>Medical Informatics</i> , 82(12), 1136–1143. https://doi.org/10.1016/j.ijmedinf.2013.08.010
6	February	Test 1 Systems Development Life Cycle: Informatics and Organizational Decision Making	Chapter 6- Mastrian & McGonigle Chapter 7- Wager
7	February	Administrative Information Systems	Chapters 7- Mastrian & McGonigle
8	February	The Human–Technology Interface	Chapter 8- Mastrian & McGonigle
9	March	NO CLASS – UF Spring Break	
10	March	Electronic Security Infographic assignment	Chapter 9- Mastrian & McGonigle
11	March	The Electronic Health Record DS3 Assignment	Chapter 11- Mastrian & McGonigle Jensen, P. B., Jensen, L. J., & Brunak, S. (2012). Mining electronic health records: towards better research applications and clinical care. <i>Nature Reviews Genetics</i> , 13(6), 395–405. https://doi.org/10.1038/nrg3208
12	March	Test 2 Patient Engagement and Connected Health	Chapter 13- Mastrian & McGonigle Eyler, A. A. (2011). Consumer health informatics: improving patient engagement. <i>Translational Behavioral Medicine</i> , 1(1), 10–10. https://doi.org/10.1007/s13142-010-0003-1 F. J. G., Sheps, S., Ho, K., Novak-Lauscher, H., & Eysenbach, G. (2014). Social Media: A Review and Tutorial of Applications in Medicine and Health Care. <i>Journal of Medical Internet Research</i> , 16(2), e13. https://doi.org/10.2196/jmir.2912
13	April	Using Informatics to Promote Community/Population Health	Chapter 14- Mastrian & McGonigle Dowding, D., Arcia, A., Bjarnadottir, R. I., Iribarren, S., & Yoon, S. (2016). Integrating a Proposed Population Health Model with Nursing Informatics Research. <i>Studies in Health Technology and Informatics</i> , 225, 732–734.
14	April	Data Mining as a Research Tool Reflective writing Managing and using EMR data for research DS4 Assignment	Chapter 16- Mastrian & McGonigle Holzinger, A., & Jurisica, I. (2014). Knowledge Discovery and Data Mining in Biomedical Informatics: The Future Is in Integrative, Interactive Machine Learning Solutions. In <i>Interactive Knowledge Discovery and Data Mining in Biomedical Informatics</i> (pp. 1–18). Springer, Berlin, Heidelberg. Retrieved from

			http://link.springer.com/chapter/10.1007/978-3-662-43968-5_1 Murdoch, T. B., & Detsky, A. S. (2013). The Inevitable Application of Big Data to Health Care. <i>JAMA</i> , 309(13), 1351–1352. https://doi.org/10.1001/jama.2013.393
15	April	Finding, Understanding, and Applying Research Evidence in Practice	Chapter 17- Mastrian & McGonigle Pantelopoulos, A., & Bourbakis, N. G. (2010). A survey on wearable sensor-based systems for health monitoring and prognosis. <i>IEEE Transactions on Systems, Man, and Cybernetics, Part C (Applications and Reviews)</i> , 40(1), 1–12.
16	April	Test 3	Supplemental Readings Moorhead, S. A., Hazlett, D. E., Harrison, L., Carroll, J. K., Irwin, A., & Hoving, C. (2013). A New Dimension of Health Care: Systematic Review of the Uses, Benefits, and Limitations of Social Media for Health Communication. <i>Journal of Medical Internet Research</i> , 15(4), e85. https://doi.org/10.2196/jmir.1933

Course Materials and Technology

Textbooks:

Required: Mastrian & McGonigle, *Informatics for Health Professionals*. (2017) Jones & Bartlett Learning. ISBN-13: 978-1284102635, ISBN-10: 1284102637

Supplement: Wager, Lee, Glaser. *Health Care Information Systems*. 3rd edition. (2013) John Wiley and Sons. ISBN: 9781118173534, Available as free e-book from UF Library (you must be logged on to UF VPN if off campus) <http://www.books24x7.com/marc.asp?bookid=58155>

Online Resources: Carnegie Mellon University Open Learning Initiative <https://oli.cmu.edu/>

Additional Materials:

Selected supplemental websites and articles will be posted on Canvas. You are responsible for all supplemental readings. Supplemental material will be discussed in class and included on tests.

PowerPoint presentations will be posted on the course website however will not always be available before class. Material provided in the PowerPoint presentations is intended to supplement the course material and information discussed in class.

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Assignments

Tests

Tests are largely multiple choice and 1-3 short answer questions. The tested material includes the PowerPoints, lectures, class discussions, team presentations, assigned readings in the textbook and supplemental readings. The tests focus on the information presented since the previous test and are not cumulative. However, many of the concepts learned in the beginning of class are built upon and repeated or applied in subsequent tests.

Presentations Guidelines

Create and give a presentation (PowerPoint, iMovie, Moviemaker, etc.) which addresses your assigned topics. Reference the material from the course and current supporting articles. Areas to consider:

- Current I.T. issues that healthcare leaders need to know.
- Best practices that can be emulated by other organizations.
- Relevant laws and regulations to be considered.
- Challenges and complexities of informatics issues.

The presentation should be formatted as follows:

- Title slide (names, date and topics)
- Learning objectives
- Presentation outline
- Presentation slides/images with APA in-text citations
- Current events, relevant case studies, and/or relevance to healthcare
- Conclusion
- Two discussion questions
- APA Reference Slide(s)

Day of the presentation please provide:

- A printed hard copies of the presentation (6 slide handout or equivalent) to the TA and the professor at the beginning of class.

The presentations will be evaluated in accordance with a rubric posted online. The presentation should be less than 20 minutes (including a metacognition format question and answer period). Your presentation should add depth to course with pertinent information on future developments that will benefit your classmates. The current articles you choose should provide your audience new knowledge about the potential populations their organizations may serve in the rapidly evolving healthcare landscape.

The grade for the presentation will be given to each member of the team.

Papers

The assignments are based on materials in the modules of the course. An outline of what is required in the papers is listed below. Consider the following questions when writing your reflective paper:

- What was your prior knowledge of the subject matter contained in the section of the course?
- After exploring the materials in this section, what is your current thinking on the subjects presented?
- How will this information affect your discipline?

Length: 800 words minimum; 1000 words maximum; 12 pt. font (Arial, Times New Roman); double spaced

Process: Paper will be submitted in Canvas in the Assignment and will be checked through Turnitin.

Instructions:

Answer the questions listed in the overview using your own experiences and specific examples from the videos and readings presented in this section. You do not need to provide summaries, but you should include details from the course materials that give evidence to:

- your thorough review of the materials
- your ability to analyze the materials and make inferences
- your ability to synthesize the course content

A rubric will be provided in the assignment in Canvas.

Quizzes

Quizzes are to be completed online via the course website on Canvas. Quizzes must be completed individually with no aids and will be random in class or posted in Canvas. Disallowed aids include but are not limited to class notes, books, online resources, or other people. Students may not discuss any aspect of a quiz with classmates or others until after the quiz due date/time has passed. Potential schedule conflicts preventing a student from completing a quiz by the due date should be reported to the TA as soon as possible before the quiz becomes available on the course website. Any technical issues should be initially reported via email to the TA prior to the quiz end date/time. Make-up quizzes due to technical difficulties will not be considered otherwise

Professionalism & Participation

Your participation in the class is vital to its success. I expect you to be prepared and ready to participate in each class. If voluntary participation lags, I will call upon students at random. Part of the professionalism grade covers the electronics policy for guest lectures and presentations.

Grading:

Requirement	Due	%	Competencies
Tests 1-3	Times and dates posted in Canvas	25	SLO 1, SLO 4, SLO 6 D10.2, D10.6, D10.7, D10.8
Presentations: Topic, Videos, P3s, Papers	Times and dates posted in Canvas	30	SLO 4 D10.5, D10.7
Projects: In-class, Short Papers, Infographics	Times and dates posted in Canvas	15	
Discussion boards	Times and dates posted in Canvas	10	
Quizzes	Random in-class and some dates posted in Canvas	10	
Attendance	Assigned class dates	5	
Professionalism & Participation	Assigned class dates	5	

Point system used (i.e., how do course points translate into letter grades). The cutoff point for an A is 93.00 not 95.00. Since 7 points is a generous spread for an A there will be no rounding for other grade increments, for example a 92.99 is an A-.

Points earned	93-100	90-92.99	87-89.99	83-86.99	80-82.99	77-79.99	70-76.99	67-69.99	63-66.99	60-62.99	Below 60
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Class attendance is a critical component of the learning process, therefore attendance is mandatory.

Attendance will be taken every class Canvas. Greater than fifteen minutes late is penalized.

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Electronic Device Policy

Electronic Devices:

Use of electronic devices (laptops, tablets, and cell phones) is not permitted during guest lectures and presentations. The necessity of classroom interaction in this course negates the usefulness of electronic devices as a note-taking device. The use of your electronic device during class can also prove distracting to your classmates, so please refrain from using your electronic device during class. See professionalism and participation for consequences if these guidelines are not followed.

When use of electronic devices is permitted please adhere to the following-

- Charge your device fully before coming to class.
- Set your laptop volume control to mute or off before coming to class.
- Remember to always keep your laptop closed during presentations and other specific in-class activities.
- Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, etc.) during class unless it is part of the lesson.

Attendance:

Students are expected to arrive for class on time, be prepared and ready to participate in class discussions. Class attendance is a critical component of the learning process; therefore, attendance is mandatory. Attendance will be taken every class and recorded in Canvas. A sign-in sheet will be circulated at or near the beginning of class. You are responsible for signing in each class whether you arrive on time or late. If you miss class chapter reviews need to be submitted before the next class. Personal issues related to class attendance or fulfillment of course requirements will be handled individually. Extra credit is available because absences have been worked into the roll call grade. After the fourth absence formal documentation will be required for each instance for review of compliance with the UF policy for excused absences.

Make-up Work

It is your responsibility to obtain notes, handouts, and summary of the lesson/class activities from the missed class. Also, if you miss a class you will need to submit chapter reviews before the next class. The syllabus and course schedule is subject to revision. Confirm deadlines in class and always check Canvas for updates.

Late Policy:

Only with permission and based on exigent, excusable circumstances will I accept late assignments. I reserve the right to penalize late assignments as deemed appropriate.

Communication Guidelines

If you anticipate turning in an assignment late, notify the TA with as much advanced notice as possible.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

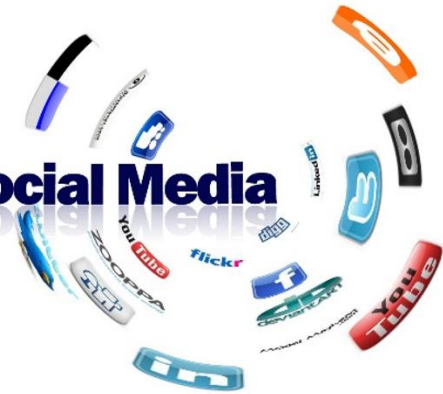
Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

College of Public Health and Health Professions Inclusive Learning Environment:

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu



Health Informatics & Social Media



Why Study Health Informatics & Social Media?

Health informatics is a multidisciplinary profession encompassing Dental Informatics, Nursing Informatics, Pharmacy Informatics, Public Health Informatics and other medical specialties that integrate computer technology to improve healthcare, health education and biomedical research.

Health Informatics professionals are in demand as the healthcare system in the U.S. continuously evolves with the advances in technology. The Bureau of Labor Statistics predicts 22-percent growth for jobs in this field by 2022, a rate far faster than average. The field capitalizes on advancing technology such as wearable devices that capture and monitor ECG, pulse, heart rate and other vital signs which will revolutionize our healthcare system. Social media is often an untapped tool that can be used to enhance patient engagement, by answering common questions, sharing healthcare related news, or hosting online related discussion groups.