Course Information

- Credit Hours: 3.0
- Placement in the Curriculum: Required course for Health Information Technology Certificates
- Prerequisites: Graduate standing or permission of instructor
- Co-requisites: none

Faculty:
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Course Description (50 words): This course provides an opportunity for the learner to synthesize all previous coursework and to demonstrate beginning competency in Health Information Technology (HIT) applications. The course employs an application focus in which the learner demonstrates comprehension, critical thinking, and problem-solving abilities within the context of a real-world environment.

Rationale:

Educational Outline:
1. Function as an active participant in a professional health informatics role.
2. Identify strategies that can be used to manage information technology change.
3. Perform the leadership roles of communicator, systems thinker, and decision maker within a healthcare organization.
4. Identify health and information science theory used in the practice settings.
5. Analyze the health informatics leadership role in the delivery of clinical services across the healthcare enterprise.
6. Evaluate the organization’s use of health information systems to support data driven decision making.
7. Examine the extent that research guides health informatics practice.

Teaching/Learning Strategies:
Supervised mentorship
Assigned and independent reading, informed class participation (online format), organizational assessment, guided clinical experience.
Evaluation and Grading
- Participate in online practicum seminar 20%
- Written Organizational Assessment 30%
- HIT application project with written summary and analysis 50%

Grading scale:
<table>
<thead>
<tr>
<th>Point Range</th>
<th>Grade</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>97 – 100%</td>
<td>A+</td>
<td>80 – 82%</td>
<td>B-</td>
</tr>
<tr>
<td>93 – 96%</td>
<td>A</td>
<td>77 – 79%</td>
<td>C+</td>
</tr>
<tr>
<td>90 – 92%</td>
<td>A-</td>
<td>70 – 76%</td>
<td>C</td>
</tr>
<tr>
<td>87 – 89%</td>
<td>B+</td>
<td>60 – 69%</td>
<td>D</td>
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<tr>
<td>83 – 86%</td>
<td>B</td>
<td>59 and below</td>
<td>F</td>
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</tbody>
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Required Text:
Shortliffe, EH; & Perreault, LE *Medical Informatics: Computer Applications in Health Care and Biomedicine* (6th ed.). Heidelberg: Springer Verlag.

Additional readings as necessary to meet learning objectives

Recommended Text:

Practicum Guidelines

Student’s Role:
- Develop health informatics practicum goals and objectives that articulate personal learning needs. Schedule faculty contact for discussion by the end of the first week of the semester.
- Identify potential site and select a potential preceptor in consultation with course faculty based on informatics practicum goals and objectives.
- Schedule and complete an interview with potential preceptor agreed upon by the course faculty.
- Negotiate the following for a final learning contract with your preceptor:
  - Prioritize objectives;
  - Approximate the number of hours needed to complete each objective;
  - Make changes in objectives based on the organizations and the preceptor’s specific needs, resources and constraints;
  - Identify the types of resources the student will need from the preceptor or agency for each objective, such as: regular meeting time for discussion; assistance in locating or gaining access to organizational resources; introduction to key members of the organization; others as needed.
  - Determine the method of evaluation for each objective, such as: student discussion with preceptor; student diaries or written reports to preceptor; student presentations to health care providers and/or preceptor.
- Participate weekly in online informatics practicum seminar discussions;
• Complete a project in collaboration with preceptor, including a formal presentation as part of the online practicum seminar and written analysis of the project;
• Implement and complete student learning contract that includes passing evaluation by preceptor and faculty;
• Notify course faculty of any problems developed during practicum, related to completion of learning goals with possible solutions or alternatives.

Faculty’s role:
• Review the student’s initial goals and objectives.
• Discuss potential practicum placement sites with students.
• Provide syllabus and role expectation information to students and preceptors throughout practicum.
• Assist in informatics practicum placements in conjunction with students as necessary.
• Verify the site contracts if appropriate.
• Review learning contracts and objectives during the first week of the informatics practicum semester.
• Facilitate seminars with students during semester.
• Maintain contact with preceptor during practicum concerning student’s progress and visit sites as possible.
• Problem-solve student/preceptor issues as appropriate.
• Identify formal online presentation dates and formats.
• Collect and review final student projects.
• Collect evaluation forms from preceptors.

Preceptor’s Role:
• Interview the potential student preceptor
• Review the student’s goals and objectives and revise as necessary to fit the needs, capabilities and constraints of the organization.
• Negotiate the type of activity you will provide for the student concerning each objective (example: discussion of project or role for teaching or analysis; coordination to direct them to proper resources, supervision in terms of approving or guiding student’s work).
• Negotiate the evaluation method, i.e., how the student will demonstrate competency (through regular discussion with preceptor, formal presentation to group, written report, etc.).
• Complete written learning contract with student
• Serve as role model, resource, and guide learning experiences for the student;
• Negotiate student’s schedule for completion of practicum.
• Evaluate student.
• Communicate with course faculty regarding student’s performance during the practicum;
• Provide ongoing feedback to student during practicum on progress toward completion of learning objectives;
• Notify course faculty of any problems or concerns during the practicum;
Provide a written grade of Satisfactory/Unsatisfactory for each student objective. Note: If organizational barriers have prevented the student from completing one or more objectives, comments to that effect will be helpful.

Complete preceptor’s evaluation forms and return to course faculty.

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at 274-3241. The office is located in CA 001E.

Policy on Academic Misconduct: A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise. A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information. A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment.

Faculty are required to report all incidents of academic misconduct to the Dean of Students. For information about policies and procedures, including due process requirements, see the Code of Student Rights, Responsibilities, and Conduct, especially part III: Student Misconduct and Part IV: Student Disciplinary Procedures. The code is accessible on the internet at http://www.life.iupui.edu/Who/Dean/Code