Course Info  3 Credit hours
Location  On campus
Prerequisites:  None

COURSE DESCRIPTION

This class focuses on the economic importance of healthcare information technology adoption for value realization, as a strategic asset, as an investment, and transformation toward integrated decision making. Topics covered include but are not limited to implementation of Decision Support System, barcode tracking, Electronic Health Records, pay-for-performance, incentives for e-prescribing.

Required Text(s):

Title: Beyond Return on Investment: Expanding the Value of Health Care Information Technology
Author(s): Arlotto, P. W., Birch, P. C., Crockett, M. H., & Irby, S. P
Edition: 2013
Publisher: Chicago, IL: Healthcare Information and Management Systems society, ©2007
Book site: http://ebooks.himss.org/product/beyond-return-on-investment

Additional Texts: (if required)

Learning Outcomes:

The learning objectives of this course include the following:
1. Develop an understanding of healthcare IT as a strategic asset.
2. Provide an in-depth analysis of ROI to make a case for IT investment
3. Explain how to achieve value from investment in clinical systems.
4. Explain key trends that will drive value in the future, taking a look at IT impact on wellness and care delivery.
5. Integrate lessons learned from healthcare IT adoption on how to drive value realization in health care.

Professional Outcomes:

The core competencies of this course include the following:
1. Health Care Information Technology (HIT) as a Strategic Asset
   • Value Realization and Management
   • Return on Investment (ROI) concept for HIT
   • Achieving and assessing the value from HIT
2. Information Technology Adoption Culture and Risks
   • Risk aversion and the impact on value realizations
   • Role of governance structure on value based management
   • Rationales for government interventions
3. Measuring HIT Productivity Improvements in Health Care
   • Potential benefits and added value of HIT
     - Inpatient care
     - Outpatient care
   • Cost /Utility
     - Inpatient care
     - Outpatient care
   • Business Intelligence of HIT
4. Simulation of Financial Incentives
   • e-Prescribing
   • Modeling subsidies to Hospitals
   • Modeling Per-Encounter Incentives for Outpatient Clinics
   • Pay per Performance / Pay per Value
   • Health Information Exchange (HIE)
5. Case Studies

EXPECTATIONS, GUIDELINES, AND POLICIES
This is a three-credit, graduate-level course. In accordance with IUPUI policies and expectations, a 3:1 workload is expected: On-average, in addition to 3 hours in-class, this course should take approximately 12 - 15 hours per week. This workload will increase dramatically before assignments are due. This translates to a significant commitment of time each week. A graduate course is the equivalent of a rigorous, part-time job (15+ hours per week). Plan accordingly, pace yourself, and frontload your workflow.
Attendance:
Class attendance is required for classroom-based courses. It entails being present and attentive for the entire class period. Attendance shall be taken in every class. If you do not sign the attendance sheet while in class, you shall be marked absent. Signing the attendance sheet for another student is prohibited. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism. Illness or a death in the immediate family is usually the only acceptable excuse for absence from class. Absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up. To protect your privacy, doctor’s excuses should exclude the nature of the condition and focus instead on how the condition effects on your coursework. Missing class reduces your grade through the following grade reduction policy: You are allowed two excused or unexcused absences. Regardless of the reason, a third absence results in a 5% reduction in your final grade and a fourth absence results in a 10% reduction. Further absences result in an F in the course. Missing class may also reduce your grade by eliminating opportunities for class participation.

Incomplete:
The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. http://registrar.iupui.edu/incomp.html

Deliverables:
You are responsible for completing each deliverable (e.g., assignment, quiz) by its deadline and submitting it by the specified method. Deadlines are outlined in the syllabus or in supplementary documents accessible through CANVAS. If you miss a class, you are still responsible for completing the deliverable and for finding out what were covered in class, including any new or modified deliverable. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

Date for each class meeting:
• Specific pre-class readings
• Specific subject matter/topics covered
• Goals and objectives of each class period
Grading Information:

Learning Activities Percentage of Grade

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<tr>
<th>Learning Activities</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Participation in class discussions</td>
<td>20%</td>
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<tr>
<td>Contribute to regular scholarly exchange in classroom (based on independent and required readings) by leading a discussion section</td>
<td>10%</td>
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<tr>
<td>Contribute to problem solving of the case studies (based on independent and required readings)</td>
<td>20%</td>
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<tr>
<td>Evidence of scholarly critique of a strategic plan for a HIT implementation (written assignment)</td>
<td>10%</td>
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<tr>
<td>Evidence of scholarly critique of published report on the measurement of HIT impact on health care outcomes</td>
<td>10%</td>
</tr>
<tr>
<td>Participate, report, and present a HIT project within the health care community</td>
<td>30%</td>
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**Evaluation Forms:** Students should review all grading forms that will be used by the instructor to grade projects, presentations, papers, and other assignments. Please see the course web site under the section called "Evaluation Forms." These documents will show you the checklist and criteria by which each class assignment will be evaluated.

**Principles of Graduate and Professional Learning (PGPL)**

Upon completion of the course, the students will be:
* Demonstrating mastery of the knowledge and skills related to core competencies of course as expected for the degree and for professionalism and success in the field
* Thinking critically, applying good judgment in professional and personal situations when using health information technology
* Communicating effectively to others in the field and to the general public on any topics explored in the course
* Behaving in an ethical way both professionally and personally.

**Evaluation Forms:** Students should review all grading forms that will be used by the instructor to grade projects, presentations, papers, and other assignments.

If students want to see their grades at any time during the semester, they should contact the Instructor by phone or email.
Score: Criteria to Evaluate Threaded Discussions.
Student is scored on a scale of 1-4 (see table below) on each of the following attributes:

- **References**: the degree to which required reading are included and the way references are used in the student’s postings.
- **Level of cognition**: the degree to which the student’s postings represent basic knowledge recall, comprehension, application or higher levels of cognition such as analysis, evaluation or synthesis from the readings/discussion.
- **Answer development and logic**: the degree to which the student’s postings logically address and develop the questions posed in the assignment.
- **Respect and level of peer interaction**: the degree to which the student’s postings reflect respect for others and the extent to which the student extends or generates higher levels of cognition among their peers.

The average of the four attribute scores is considered the final score for each posting assignment. If the student posts beyond the due date, 10% or 0.4 points are deducted from the student’s final score, for each calendar day the student is late unless the student contacts the instructor prior to or within 24 hours of the due date and receives a waiver of the late penalty.

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<th>Score</th>
<th>Criteria</th>
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| 4     | **References** demonstrate completion of all reading assignments and postings. 
References demonstrate student is applying referenced information; student adds additional referenced information and/or resources. 
**Level of cognition**: Demonstrates analysis, synthesis and/or evaluation levels of cognition by analyzing relationships or principles, creating new ideas or recognizing patterns, and/or being able to present and defend opinions by making judgments about knowledge gained with appropriate and referenced defense of position. 
**Answer development and logic**: Postings are well-developed and logically reasoned. 
**Respect and level of peer interaction**: Respectfully encourages analytical and/or synthesis, and/or evaluative type discussions among peers. |
| 3     | **References** demonstrate completion of all reading assignments and postings. 
References demonstrate student is applying referenced information. 
**Level of cognition**: Demonstrates applied level of cognition by applying acquired knowledge, facts, techniques, or rules in a different way to solve practice, research, or educational problems. 
**Answer development and logic**: Postings are well-developed; logic may not be clear. 
**Respect and level of peer interaction**: Respectfully encourages applied level of discussions among peers. |
| 2     | **References** demonstrate completion of all reading assignments and postings. |
demonstrate student is primarily summarizing referenced information.

- **Level of cognition:** Demonstrates comprehension level of cognition by primarily organizing, comparing/contrasting, translating, and/or interpreting course concepts and main ideas.
- **Answer development and logic:** Postings are not fully developed; logic may not be clear.
- **Respect and level of peer interaction:** Respectfully encourages knowledge recall and/or comprehension level of discussions among peers

| 1 | References demonstrate only partial completion of reading assignments and postings demonstrate student is primarily summarizing referenced information. |
| 1 | Level of cognition: Demonstrates basic knowledge level of cognition by primarily summarizing and/or restating course concepts and main ideas. |
| 1 | Answer development and logic: Postings reflect minimal effort in answer development or logic. |
| 1 | Respect and level of peer interaction: Not respectful of others and/or feedback to peers is minimal and primarily for the purpose of social interaction and/or acknowledgement of peer posting ideas. |

| 0 | Assignment not completed |

**Grading Scale:**

- **A+** 97 – 100 Outstanding achievement, given at the instructor’s discretion
- **A** 93 – 100 Excellent achievement
- **A–** 90 – 092.99 Very good work
- **B+** 87 – 089.99 Good work
- **B** 83 – 086.99 Marginal work
- **B–** 80 – 082.99 Very marginal work
- **C+** 77 – 079.99 Unacceptable work (Core course must be repeated)
- **C** 73 – 076.99 Unacceptable work (Core course must be repeated)
- **C–** 70 – 072.99 Unacceptable work (Elective or core course must be repeated)
- **D+** 67 – 069.99 Unacceptable work (Elective or core course must be repeated)
- **D** 63 – 066.99 Unacceptable work (Elective or core course must be repeated)
- **D–** 60 – 062.99 Unacceptable work (Elective or core course must be repeated)
- **F** Below 60 Unacceptable work (Elective or core course must be repeated)