I 310M: Introduction to Health Informatics
UNIQUE NUMBER: 27415

SPRING 2024

Class Meets: Tuesdays and Thursdays, 12:30 PM - 02:00 PM, UTC 1.132

Instructor: Dr. Steve Hershman
Pronouns: He/Him/His
Email: Use Canvas to email

Office Hours: By appointment

Course Description	Course Requirements	Policies & Resources
University catalog course description Prerequisites for the course What will I learn? How will I learn? How can I succeed in this course?	Required materials Policies & disclosures Classroom expectations Description of major assignments Course grades and grading policies Course schedule including required readings, dates of major assignments and exams	Classroom Policies & University Resources Important Safety information

COURSE DESCRIPTION

University Catalog Course Description

Explore designing and implementing information technologies to improve healthcare delivery, healthcare management, and health outcomes. Offered on the letter-grade basis only.

Prerequisites for the course

Credit or registration for I301 (Introduction to Informatics)

What will I learn?

Health informatics is an interdisciplinary professional specialty and scientific discipline that aims to improve all aspects of health through information technology. This course is divided into three parts:

1. Health informatics foundations
2. Health information technologies
3. Using health informatics to improve health

Since health informatics is an interdisciplinary field, we will cover literature ranging from health sciences, information science, computer science, and social sciences. The overall goal of this course is to help students become ethical and competent professionals who can leverage health informatics to enhance health delivery, management, and outcomes.

Learning Outcomes

By the end of the course, students will be able to:

1. Explain how health information is collected, stored, retrieved, communicated, and used to inform health decisions.
2. Describe and compare various health information technologies utilized at different levels of the health system (e.g., from primary care to tertiary care; from personalized health to public health).
3. Explain how health information technologies are used to improve health delivery, management, and outcomes.

4. Discuss major theoretical, technical, legal, and ethical issues related to the development, use, and management of health information and health information technologies.
5. Identify the parts of an argument (including types of evidence, reasoning and fallacies).

How will I learn?

Students will learn core concepts of health informatics through lectures, discussions, quizzes, and a pragmatic group project.

Teaching Modality Information

We will have an in-person class for this course. It will be split between lecture (TUE) and discussion classes (THU). Discussion classes will be used to discuss assigned readings, go on fieldtrips, and for group work. The composition of individual class meetings will differ somewhat throughout the semester; hence, any changes in the timings and topics are normal.

Statement on Learning Success

Your success in this class is important to me. We will all need to be adaptable because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are shared on this syllabus, but I am happy to connect you with a person or Center if you would like.

University Policies and Resources

For a list of important university policies and helpful resources that you may need as you engage with and navigate your courses and the university, see the University Policies and Resources Students Canvas page. The page includes the language of the University Honor Code and information about how to receive support through the office of Disability & Access.

How can I succeed in this course?

Be present. Come to class prepared, having already taken some time to absorb the readings, listen actively and participate in the discussion.

Stay current with assignments and readings: Regularly complete assigned readings and prepare for weekly quizzes and discussion questions.

Collaborate effectively: Take the group project seriously - it is the biggest part of your grade. Work well with your group on the major project.

Give feedback. I want this class to be the best it can be and the best it can be for you. To accomplish these goals, I'm constantly soliciting feedback from you on how to improve the class. To provide anonymous feedback, complete the form found at this link.

Acknowledgement

I'd like to thank Dr. John Robert Bautista for creating this course and offering to share the materials.

COURSE REQUIREMENTS

Required Materials

The primary textbook for this course is Health Informatics: An Interprofessional Approach 2nd ed (Nelson & Staggers, 2016). This book is available online at UT Libraries (downloadable per chapter; max of 70 pages per day). Discussion

materials can be accessed in Canvas: https://utexas.instructure.com.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

Confidentiality of Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Getting Help with Technology

Students needing help with technology in this course should contact the ITS Service Desk.

Classroom expectations

Your preparation for discussion and participation is extremely important for you and your team. Here are some ground rules:

Class attendance Ideally, you will be able to attend class every week. However, I understand that there are circumstances that can go out of hand. **Therefore, starting week 3, you are allowed two missed classes without deductions for your attendance and class participation grade.** For example, you can miss a lecture and discussion class in a particular week or two different lectures throughout the semester.

Class participation Active participation in the lecture and discussion classes is strongly encouraged. Attendance and participation go hand in hand since it is not enough to just be physically present. Before the class, I hope that you have read and thought about the materials for the week and how they relate to your own personal experience and the previous topics covered in class. The more you put into it, the more you will get out of it.

Respect for others is vital. You can expect that as the instructor, I am concerned about the educational experience of each student in the class, respectful of individual differences, encouraging creativity, reasonably open and accessible to discuss material and assignments, thorough in evaluating assignments, and rigorous yet supportive in maintaining high standards for performance.

As a student, you are expected to work individually and with others, to create an atmosphere that is safe, valuing of one another, and open to diverse perspectives. Everyone is expected to show courtesy, civility, and respect for one another. Comments or postings that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable.

Content Warning

Our classroom provides an open space for the critical and orderly exchange of ideas through discussion. Some readings and other content in this course will include topics and comments that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

Artificial Intelligence

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as OpenAI ChatGPT, Bing Chat, Anthropic Claude, Google Bard, etc.) in this class is **encouraged** for students who wish to use them, provided the content generated by AI is properly cited and you critically evaluate all outputs before using them. AI systems can provide helpful information or suggestions, but they are not always reliable, accurate or original. I don't want to read unoriginal content or something that sounds like a robot and will grade such submissions accordingly. **You are expected to make edits to the AI output for accuracy, efficiency, originality and style before using them for any submission.**

Assignments

Assessment of your learning will occur through a variety of venues including the class participation, discussion questions, weekly quizzes and a final project.

1. **Class participation** *(10% of your grade)*
   Class attendance and obvious engagement in the lecture and discussion classes is expected. Before the class, I hope that you have read and thought about the materials for the week and how they relate to your own personal experience and the previous topics covered in class. We understand that folks "engage" in different ways – some like to talk it out, some like to listen and absorb, some write it down for later digestion. When we say "obvious engagement", we mean being punctual, alert and attentive. Just to be clear, clues to us that you are not engaged and participating include head down on the desk, texting or generally having a mobile device in your hand, not being a contributing member of small team work we do in class, or talking amongst your classmates about something not related to what we're discussing.

   Starting in week 3, you are allowed two missed classes without deductions from your attendance and class participation grade. For example, you can miss a lecture and discussion class in a particular week or two different lectures throughout the semester. For guidance, it would be best to inform me if you will not be able to attend class. If this is not possible, let me know about it as soon as it is possible just to make sure that you are alright. If you miss more than two classes, your participation grade will drop by 1 point for each missed class. For example, 3 missed classes (unexcused) on top of the allowed 2 missed classes will result in a deduction of 3 points.

   If you need to miss more than two classes for medical reasons, please coordinate with Student Emergency Services. Moreover, if you will need to be absent due to religious holy day observance, please let me know. Also, you should definitely get in touch with me to talk about how we might limit the impact of absences on your grade.

2. **Discussion questions** *(20% of your grade)*
   Each week, students will prepare and submit to Canvas a discussion question about the assigned material for that week (e.g., a journal article, news article, or video). Discussion questions are due in Canvas before the beginning of the Tuesday lecture class. The discussion question should be focused on the required material, at least 100 words long, and should make it clear that you have both read and thought about the assigned material. Discussion questions should be conversation starters. It might help for you to look for an idea or assertion in the material that you found interesting and would like to talk about in class. If your question has a correct answer, it may not be a good discussion question. The top 9 (of 11 total) scores you receive for the discussion questions will be counted toward your final grade in the course, the other scores will be dropped. This is how I will grade them:

Score	Description
5	Relevant to the assigned reading. The discussion translates to a well-developed discussion question(s). At least 100 words.

4	Relevant to the assigned reading. The discussion or question needs further development or reflection. At least 100 words.
3	At least one question was derived from the assigned material. Less than 100 words.
2	A relevant question is provided but a discussion is missing (vice-versa).
1	The question or discussion is not relevant to the assigned material.
0	No submission

I will select a few of the questions to guide some of our Thursday class discussion. Discussion questions are an opportunity for you to bring your own point of view and interests to the materials we cover in class, and students are encouraged to connect the materials to current events and prior learning both in this class and other courses you may have taken.

3. **Weekly quiz** *(20% of your grade)*
   A weekly online quiz via Canvas will be available after each lecture class starting in Week 2. You are given 3 hours to complete the quiz which is due before the start of next week's lecture class. The quiz covers the material from the current week and is designed to give you an opportunity of applying that knowledge and give you feedback on any gaps in your knowledge. The quiz is open notes, but I request that you take it on your own and not in collaboration with your classmate(s). Feedback on quizzes will be given each week, and the questions, answers & explanations will also be discussed the following Tuesday. The top 9 (out of 11 total) scores you receive on these quizzes will be counted toward your final grade in the course, the other scores will be dropped.

4. **Group project** *(50% of your grade)*
   Group project (50%) I will ask you to answer a survey to rank your preferred health information technologies for the group project. I will form groups based on the results of the survey. In this project, your goal is to propose a health information technology that can address a health-related issue(s) of a specific setting/area/location (e.g., a rural clinic, a hospital in a developing country, a large metropolitan hospital). Note that this does not involve creating the health information technology, but you are expected to present a low-fidelity mock-up (e.g., screenshots of a mHealth app, a dashboard for a disease, a redesign of an existing electronic health record, etc.). Your group needs to provide a report (2,000-2,5000 words) to introduce and describe the technology, including design and deployment considerations based on the area/location you choose. Furthermore, you will do a 10-minute presentation that summarizes your report. Listed below are the general requirements and components of the group project:

   General requirements for the group project:
   - Format the paper using APA 7th ed. style, in letter size paper, 1" on all sides, Times New Roman, 12 font size, 1.5 spacing, and page number on the top right (no page number on title page).
   - All files should be in PDF
   - Use Canvas to submit your assignment. Sending via email will not be considered.
   - I will deduct 1% for each day that the assignment is late (grade is 15% out of 20% but submitted 2 days late, so 13%).
   - I will not accept assignments that are submitted more than 7 days after the due date.
   - Deadlines may be adjusted for groups with members that have documented disabilities, health issues, or family emergencies. Please inform me about your situation ASAP.

   All sources must be cited in the text with complete citation information in the references section. Using others'

materials or ideas without proper citation and referencing constitutes plagiarism and can lead to academic consequences. Please use APA 7th edition style in your citations and references. You can use the Purdue University OWL Guide for guidance in formatting your paper. Additional help can be obtained from UT's University Writing Center. I will use Turnitin to check your assignment for plagiarism.

Group project components:

Proposal (5%). Provide an overview of your proposal by completing these sections (Around 750 words):

- Page 1 - A title page that shows your group number, group members, and initial project name. (1%)
- Introduction (2%; ~400 words)
    - Background of the health issue
    - Briefly describe the proposed technology
    - Location or setting where you plan to implement the technology (and why)
- Significance of the work (2%; ~350 words)
    - Discuss how it addresses the health issue
    - Identify stakeholders that would benefit from the technology
- References (excluded from the word count)

Draft 1 (5%). Around 1,000 words, provide the following sections:

- Page 1 - Title page
- Introduction (1%; ~400 words)
    - Background of the health issue
    - Briefly describe the proposed technology
    - Location or setting where you plan to implement the technology (and why)
- Significance of the work (1%; ~350 words)
    - Discuss how it addresses the health issue
    - Describe how stakeholders would benefit from the technology
- The technology (the heading can be the name of your technology) (1%; ~100 words)
    - List of features and functions (link them with your mockups, graphics, or visualizations)
    - Include a draft of mockups, graphics, or visualizations
- Design and/or deployment considerations (1%; ~150 words)
    - Identify a relevant health informatics theory/model/framework
    - List legal/ethical considerations
- References (1%; excluded from the word count)

Draft 2 (10%). Draft 2 would include most of the sections listed below. Word counts in each section reflect the final report but serve as a guide for draft 2. If a section is incomplete or to be completed, write "TBC."

- Page 1 - Title page
- Page 2 - Executive summary (150-200 words)
- Introduction (>400 words)
    - Background of the health issue
    - Briefly describe the proposed technology
    - Location or setting where you plan to implement the technology (and why)
- Significance of the work (>350 words)
    - Discuss how it addresses the health issue
    - Describe how stakeholders would benefit from the technology
- The technology (the heading can be the name of your technology) (>400 words)
    - Discuss features and functions (link them with your mockups, graphics, or visualizations)
    - Include low-fidelity mockups, graphics, or visualizations
- Design and/or deployment considerations (>400 words)
    - Discuss a relevant health informatics theory/model/framework
    - Discuss legal/ethical considerations

- Conclusion (>250 words)
    - Present key insights as summary
    - Provide examples of future directions
- References (excluded from the word count)

Rubric for Draft and final paper:

Criteria	Exemplary (4)	Target (3)	Acceptable (2)	Unacceptable (1)
Logic and organization	Develops ideas cogently, organizes them logically with paragraphs, and connects them with effective transitions. Clear and specific introduction and conclusion	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops and organizes ideas in paragraphs that are not necessarily connected. Some overall organization, but some ideas seem illogical and/or unrelated, unfocused introduction or conclusions.	Does not develop ideas cogently, uneven, and ineffective overall organization, unclear introduction, or conclusion.
Language	Employs words with fluency, develops concise standard English sentences, and balances a variety of sentence structures effectively.	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Word forms and sentence structures are adequate to convey basic meaning. Errors cause noticeable distraction.	Employs words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting.
Spelling and grammar	The writing is essentially error-free in terms of spelling and grammar.	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread.	Frequent errors in spelling and grammar distract the reader.	Writing contains numerous errors in spelling and grammar which interfere with comprehension.
Development of ideas	Explores ideas vigorously, supports points fully using a balance of subjective and objective evidence, reasons effectively making useful distinctions.	Supports most ideas with effective examples, references, and details, makes key distinctions.	Presents ideas in general terms, support for ideas is inconsistent, some distinctions need clarification, reasoning unclear.	Most ideas unsupported, confusion between personal and external evidence, reasoning flawed.
Purpose	The decision about focus, organization, style, and content fully elucidates the purpose and keep the purpose at the center	Made good decisions about focus, organization, style, and content to achieve the purpose of the writing.	The decisions about focus, organization, style, and content sometimes interfere with the purpose of the writing.	The purpose and focus of the writing are not clear to the reader.

	of the piece.			

Presentation (10%). You will have 8-10 min to present your work. You can opt to have one member do the presentation, or each member can cover a section of the presentation. Aside from the instructor, students will use this rubric to evaluate each presentation:

Criteria	Exemplary (4)	Target (3)	Acceptable (2)	Unacceptable (1)
Completeness	Presentation provides good depth and detail; ideas well developed; facts have adequate background; presentation is within specified length	Presentation provides adequate depth; few needed details are omitted; major ideas adequately developed; presentation is within specified length	Additional depth needed in places; Important information omitted or not fully developed; presentation is too short or too long	Presentation does not provide adequate depth; key details are omitted or undeveloped; presentation is too short or too long
Organization / Clarity	Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise	Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable	Some ideas not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear	Ideas are not presented in proper order; transition are lacking between major ideas; several parts of presentation are wordy or unclear
Grammar /Mechanics	Presentation contains no grammar errors; sentences are free of jargon, complete and easy to understand	Presentation has no serious grammar errors; sentences are mostly jargon-free, complete, and understandable	Presentation may contain some grammar or sentence errors; sentences may contain jargon or are too long or hard to follow	Presentation contains several major grammar/ usage errors; sentences are long, incomplete or contain excessive jargon
Documentation	Effective message support provided in the form of facts and visual aids; sourcing is current and supports major ideas	Adequate message support provided for key concepts by facts and visual aids; sourcing is generally adequate and current	Some message support provided by facts and visual aids; sourcing may be outdated, or thin, visual aids need work	Little or no message support provided for major ideas; visual aids are missing or inadequate; little or no sourcing provided
Delivery	Good volume and energy; proper pace and diction; avoidance of distracting gestures; professional appearance; visual aids used effectively	Adequate volume and energy; generally good pace and diction; few or no distracting gestures; professional appearance; visual aids used adequately	More volume/ energy needed at times; pace too slow or fast; some distracting gestures or posture; adequate appearance; visual aids could be improved	Low volume or energy; pace too slow or fast; poor diction; distracting gestures or posture; unprofessional appearance; visual aids poorly used

Final report (10%). The final report includes all sections mentioned in "Draft 2" and will be around 2,000-2,500 words, excluding references, tables, figures, footnotes, and appendices. The same rubric will be used as for "Draft 2".

Peer evaluation (10%). Please answer the survey (which will be posted in Canvas) about your peers' performance during the group project. Your grade for this component will be based on your and your peers' evaluations. The following questions will appear in the survey:

- Your estimate of each peer's contribution, including your own (i.e., you, peer 1, peer 2, and so on): 1 = poor 2 = fair 3 = good 4 = very good 5 = excellent
- Any members who were particularly strong, helpful, or enjoyable to work with?
- Any members who were less productive, disruptive, or difficult to work with?
- Any comments, ideas, or advice on how to improve the group project or the course?

Absences

Being present is critical to achieving our goals for this course. You are welcome to utilize two (2) class absences during the semester as needed without explanation to me. In this case, you will be allowed to make up assignments or participation points you may have missed during this session. In addition to participating in synchronous meetings, you can earn participation points through assignments and asynchronous discussions. However, please keep in mind that if you miss multiple classes, you will begin to see a dip in your attendance and participation points.

If you are absent on the day that your team presents, you are responsible for providing your team with the necessary information to compensate for your absence. *It is crucial to keep in communication with your team members; you are responsible for letting both us and your team know if you cannot make it to a class*.

*Excused Absence***:** Absences will be considered excused if they are for religious holidays or extenuating circumstances due to medical or family emergencies. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

If you have to be absent, use your resources wisely. Ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. "What did I miss?" is not specific enough.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Late work and grade periods

No late assignments will be accepted.

Grading Policy

As I hope you can see, flexibility is built into the assignments to support your success in this course. If you miss a discussion question or don't do as well on a quiz as you'd like, your grade will not be impacted significantly. Consequently, the final grades are firm, and no additional curve is available.

Grade	Cutoff
A	94%

Grade	Cutoff
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70% (minimum for Informatics majors)
D	65%
F	<65%

Academic Integrity Expectations

Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can include a written warning, probation, deferred suspension or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

Plagiarism is taken very seriously at UT and is subject to academic disciplinary action, including failure of the course**.** To learn more about what plagiarism is and how to avoid it, see the **Avoiding Plagiarism tutorial** developed by the UT Libraries in partnership with the Writing Flag program and Student Judicial Services.

Course Schedule

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at https://utexas.instructure.com. Check this site regularly and use it to ask questions about the course schedule.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advance notice as possible).

Week	Day	Date	Class Topic	Assignment Due	Materials
1	T	January 16	Course orientation		
Part 1: Health informatics foundations					
1	R	January 18	Overview of health informatics		Nelson & Staggers (2016): chapters 1 and 35
2	T	January 23	Theory in health informatics	Week 2 Discussion Questions	Nelson & Staggers (2016): chapter 2 • Wyatt, J. C. (2019). The need for theory to inform clinical information systems and professionalise the health informatics discipline. In Scott et al. (Eds.), Applied interdisciplinary theory in health informatics: A knowledge base for practitioners (pp. 1-8). IOS Press.
2	R	January 25	Class discussion		

3	T	January 30	Data standards and exchange	Week 2 Quiz Week 3 Discussion Questions	Nelson & Staggers (2016): chapter 22 Hammond, W. E. (2005). The making and adoption of health data standards. Health Affairs, 24(5), 1205-1213.
3	R	February 1	Class discussion		
4	T	February 6	Privacy and security in health informatics	Week 3 Quiz Week 4 Discussion Questions	Nelson & Staggers (2016): chapter 26 Apple (2022). Health App & Privacy. https://www.apple.com/legal/privacy/data/en/health-app/
4	R	February 8	Class discussion		
Part 2: Health information technologies					
5	T	February 13	Electronic health records	Week 4 Quiz Week 5 Discussion Questions	Nelson & Staggers (2016): chapter 6 Jason, C. (2021). Top EHR usability challenges and how to overcome them. https://ehrintelligence.com/features/top-ehr-usability-challenges-and-how-to-overcome-them
5	R	February 15	EHR tutorial at UT School of Nursing	**Ranking of preferences for the group project**	
6	T	February 20	Clinical decision support systems	Week 5 Quiz Week 6 Discussion Questions	Nelson & Staggers (2016): chapter 10 Wright, A., Hickman, T. T. T., McEvoy, D., Aaron, S., Ai, A., Andersen, J. M., ... & Bates, D. W. (2016). Analysis of clinical decision support system malfunctions: A case series and survey. Journal of the American Medical Informatics Association, 23(6), 1068-1076.
6	R	February 22	Class discussion **Announcement of grouping for the group project**		
7	T	February 27	Mobile health	Week 6 Quiz Week 7 Discussion Questions	Nelson & Staggers (2016): chapter 15 Stoyanov, S. R., Hides, L., Kavanagh, D. J., Zelenko, O., Tjondronegoro, D., & Mani, M. (2015). Mobile app rating scale: A new tool for assessing the quality of health mobile apps. JMIR mHealth and uHealth, 3(1), e3422.
7	R	February 29	Class discussion **Work on proposal**		
8	T	March 5	Telehealth	Week 7 Quiz Week 8 Discussion Questions	Nelson & Staggers (2016): chapter 8 Thomas, E. E., Haydon, H. M., Mehrotra, A., Caffery, L. J., Snoswell, C. L., Banbury, A., & Smith, A. C. (2022). Building on the momentum: Sustaining telehealth beyond COVID-19. Journal of Telemedicine and Telecare.
8	R	March 7	Class discussion		
Spring Break	T	March 12			

Spring Break	R	March 14			
9	T	March 19	Personal health records	Week 8 Quiz Week 9 Discussion Questions	Nelson & Staggers (2016): chapter 14 Stanford Medicine X. (2015). Joshua Reicher: Health companion. https://www.youtube.com/watch?v=3hzPeZHZwiY (watch until 15:30)
9	R	March 21	Health Companion hands-on	**Project "Proposal" due Friday 3/22 at 11:59PM CST**	
Part 3: Using health informatics to improve health					
10	T	March 26	Data science and analytics in health	Week 9 Quiz Week 10 Discussion Questions	Nelson & Staggers (2016): chapter 23 Complete “Introduction to Power BI” course: https://docs.microsoft.com/enus/learn/modules/introduction-power-bi/ Access Power BI online using UT Office 365 login
10	R	March 28	Power BI hands-on		
11	T	April 2	Public health informatics	Week 10 Quiz Week 11 Discussion Questions	Nelson & Staggers (2016): chapter 11 Johns Hopkins University. (2020). Professor Lauren Gardner Discusses How the COVID-19 Dashboard is Built and Maintained. https://www.youtube.com/watch?v=0JR9qhz2eMw; https://coronavirus.jhu.edu/map.html (assigned reading) CDC (2021). Public Health Informatics Fellowship Program (PHIFP). https://www.cdc.gov/phifp/overview/index.html
11	R	April 4	CDC Public Health Informatics Fellow guest talk	**Project "Draft 1" due Friday 4/5 at 11:59PM CST**	
12	T	April 9	Safety and quality initiatives	Week 11 Quiz Week 12 Discussion Questions	Nelson & Staggers (2018): chapter 24 Classen, D. C., Longhurst, C., & Thomas, E. J. (2023). Bending the patient safety curve: How much can AI help?. NPJ Digital Medicine, 6(1), 2.
12	R	April 11	Class discussion	**Project "Draft 2" due Friday 4/12 at 11:59PM CST**	
13	T	April 16	Work on presentation (no classes)	Week 12 Quiz	
13	R	April 18	Group presentations	**Submit Presentation Slides**	
14	T	April 23	Work on final report (no classes)		

14	R	April 25	Work on final report (no classes)	**Project "Final Report" due Friday 4/26 at 11:59PM CST Project "Peer Evaluation" due Friday 4/26 at 11:59PM CST**	

POLICIES & RESOURCES

There are several policies and resources listed throughout this document, including some below. In addition, for a central list of UT policies and resources that you may need to refer to as you engage with and navigate your courses and the university, including the University Honor Code, Disability & Access support, and Title IX legal requirements for Texas employees, see the University Policies and Resources Students Canvas page.

Additional University Resources and Supports for Students

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: https://wellnessnetwork.utexas.edu/BeVocal.

Wellbeing Resources

Longhorn Wellness Center resources for self-care
Virtual Mindfulness and Stress Reduction Activities

Undergraduate Writing Center: http://uwc.utexas.edu/

UT Libraries: http://www.lib.utexas.edu/

Important Safety Information

Carrying of Handguns on Campus

Please be aware of the following university policies:

- Students in this class who hold a license to carry are asked to review the university policy regarding campus carry.
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.