Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should <u>not</u> be used to purchase course materials.

COURSE SYLLABUS

BUSI 505
HEALTH CARE INFORMATICS

COURSE DESCRIPTION

Focused on the foundations of health care informatics, students will gain an overview of the information, resources, and technologies in health care. Topics include but are not limited to health care information systems infrastructure, enterprise architecture, applications, data management, information security, telehealth, project management, and emerging technologies. Students will examine major theories supporting healthcare informatics, understand its application in supporting decision-making, and recognize its importance in the provision of effective and efficient health care.

RATIONALE

Health informatics, an evolving field, utilizes information technology to collect, store, process, and communicate data and knowledge related to the delivery and support of health care. A diverse discipline, health informatics incorporates processes, procedures, theories, and concepts from computer and information sciences, health sciences, and the social sciences. The ultimate goal of health informatics is to provide efficient and effective access, retrieval, and support in managing healthcare information while improving the overall health status of all.

I.   PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II.   REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III.   ADDITIONAL MATERIALS FOR LEARNING

A.   Computer with basic audio/video output equipment

B.   Internet access (broadband recommended)

C.   Microsoft Office

IV.   MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

A.   Integrate biblical principles within the context of health informatics.

B.   Appraise the importance of health informatics.

C.   Examine the primary theories of health informatics as applied to best practices, policies, and regulations.

D.   Evaluate the appropriate roles of information systems in healthcare.

V.   COURSE REQUIREMENTS AND ASSIGNMENTS

A.   Textbook readings and lecture presentations

B.   Course Requirements Checklist

After reading the Course Syllabus and <u>Student Expectations</u>, the student will complete the related checklist found in Module/Week 1.

C.   Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 600 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 classmates' threads. Each reply must be at least 450 words. Each thread and reply must include at least 1 biblical integration and 2 peer-reviewed source citations in current APA format in addition to the textbooks.

D.   Case Study Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. For this discussion board, all prompts will deal with real-life applications of health informatics. Each thread must be at least 600 words and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 classmates' threads. Each reply must be at least 450 words. Each thread and reply must include at least 1 biblical integration and 2 peer-reviewed source citations in current APA format in addition to the textbooks.

E.   Research Project

1. Annotated Bibliography

The student will be placed into a group for the collaborative Research Project. The Annotated Bibliography requires each student in his/her group to research 20 scholarly articles from peer-reviewed journals to establish research for the final document. The student will use the provided template to annotate each source. Current APA formatting must be present. One member of the group will submit the final version of the Annotated Bibliography. The student is required to read all instructor feedback and implement it on future assignments.

2. Peer Evaluations (4)

After each part of the collaborative Research Project, the student will evaluate the contributions of each of his/her group members using the Peer Evaluation Form. The student will also be evaluated by his/her fellow group members. The resulting scores will be used to provide a final Peer Evaluation score for each part of the Research Project. All Peer Evaluation scores will be awarded provisionally.

3. Outline

In his/her group, the student will complete a full sentence outline in preparation for the final document of the Research Project. The Outline will include a thesis statement, the research question(s)/issue(s) being answered/addressed, how much space will be allotted to each section of the paper, and a preliminary reference list of at least 20 sources. One member of the group will submit the final version of the Outline. The student is required to read all instructor feedback and implement it on future assignments.

4. Draft

The student will be responsible for constructing and reviewing the draft document in his/her group. The student will work collaboratively on a 20–25-page paper in current APA format, complying with the formatting and content instructions. The topic of the paper will be selected by the group and approved by the instructor. Each student will contribute weekly to the group's discussion in the Research Project Group Discussion Board Forum about this paper. One member of the group will submit the Draft.

5. Final Document

The student will be responsible for constructing and reviewing the final document in his/her group. The student will work collaboratively on a 20–25-page paper in current APA format. The topic of the paper will be selected by the group and approved by the instructor. Each student will contribute weekly to the group's discussion in the Research Project Group Discussion Board Forum about this paper. One member of the group will submit the Final Document.

F. Quizzes (8)

The student will complete 8 open-book/open-note quizzes containing multiple-choice, multiple-answer, and true/false questions. The student will have 45 minutes to complete each quiz.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist		10
Discussion Board Forums	(4 at 60 pts ea)	240
Case Study Discussion Board Forums	(4 at 60 pts ea)	240
Research Project		
Annotated Bibliography		50
Peer Evaluations	(4 at 25 pts ea)	100
Outline		50
Draft		50
Final Document		70
Quizzes	(8 at various pts ea)	200
	Total	1010

B.   Scale

A = 940–1010   A- = 920–939   B+ = 900–919   B = 860–899   B- = 840–859
C+ = 820–839   C = 780–819   C- = 760–779   F = 0–759

C.   Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1.   Late assignments submitted within one week of the due date will receive a 10% deduction.

2.   Assignments submitted more than one week late will receive a 20% deduction.

3.   Assignments submitted two weeks late or after the final date of the course will not be accepted.

4.   Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D.   Quizzes/Tests/Exams

For timed quizzes/tests/exams, the student is required to complete the quiz/test/exam within the assigned time. For the student who exceeds this time limit, a penalty of 1 point will be deducted for each minute, or part thereof, he/she exceeds the assigned time limit.

E.   Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

BUSI 505

Textbooks: Braunstein, *Contemporary Health Informatics* (2014).
   Nelson & Staggers, *Health Informatics: An Interprofessional Approach* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Braunstein: chs. 1–2 Nelson & Staggers: chs. 1–5 2 presentations	Course Requirements Checklist Class Introductions DB Forum 1 Quiz 1	10 0 60 41
2	Braunstein: chs. 3, 8 Nelson & Staggers: chs. 6–12 2 presentations	CSDB Forum 1 Quiz 2	60 26
3	Braunstein: ch. 7 Nelson & Staggers: chs. 13–15 1 presentation	CSDB Forum 2 Research Project – Annotated Bibliography Research Project – Peer Evaluation 1 Quiz 3	60 50 25 26
4	Nelson & Staggers: chs. 16–18 1 presentation	DB Forum 2 Research Project – Outline Research Project – Peer Evaluation 2 Quiz 4	60 50 25 26
5	Braunstein: chs. 4–6 Nelson & Staggers: chs. 19–22 1 presentation	CSDB Forum 3 Research Project – Draft Research Project – Peer Evaluation 3 Quiz 5	60 50 25 26
6	Nelson & Staggers: chs. 23–25 1 presentation	DB Forum 3 Quiz 6	60 26
7	Braunstein: ch. 9 Nelson & Staggers: ch. 30 1 presentation	DB Forum 4 Research Project – Final Document Research Project – Peer Evaluation 4 Quiz 7	60 70 25 9
8	Braunstein: ch. 10 Nelson & Staggers: ch. 31 1 presentation	CSDB Forum 4 Quiz 8	60 20
		TOTAL	**1010**

DB = Discussion Board
CSDB = Case Study Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.