IS385 – Electronic Health Records

Syllabus

Professor: Thomas A. Horan, Ph.D.
Phone: 909.607.9302
Office: TBA
Office Hours: Thursdays 4PM-6:00PM or by appointment
Email: tom.horan@cgu.edu

Course Coordinator: Sue Feldman, M.Ed.
Email: sue.feldman@cgu.edu

*This course is taught as an intensive course on two separate weekends. Attendance is required on both weekends to obtain full course credit.

Course Description

This course will focus on electronic health records generally and personal health records specifically, with a unique opportunity to engage in dialogue with most respected experts in the field of Health Informatics. Through presentations, panel discussions, and case study analyses participants will explore:

- Best practices and guidelines for the use of eHealth applications (e.g. Electronic Health Records [EHRs], Personal Health Records [PHRs], secure messaging, web visits)
- The evidence base that exists regarding technology's role in behavior change and chronic disease management (e.g. diabetes, heart failure, depression)
- The role of eHealth in enhancing patient safety
- The value proposition for physicians and other providers of using eHealth strategies
- Consumers’ perspectives on eHealth applications and technologies, and their viewpoint about the impact on healthcare costs, quality and satisfaction
- Information about working collaboratively and communicating effectively with patients to wade through the plethora of information on the Internet
- Opportunities and risks in clinical data sharing
- Discussion of the potential for provider and patient technologies to support improved public health reporting and community wellness
- Future trends in patient-centered computing and eHealth
- PHR uses across diverse communities
- Consumer options for PHRs
- The role of consumer informatics in practice
- PHRs in times of emergency
- Educating the consumer on HIT
- The effect of policy on consumer adoption of HIT
- Consumer use of HIT

This course will serve to educate participants on the gaps and needs of the consumer as a springboard for considering and enacting exciting new ideas for using e-health systems to provide benefits throughout society. This course will also provide an opportunity for educators to share their interests and experiences in providing a consumer health informatics perspective in the classroom. This course includes attendance of presentations, case studies and the following workshops:
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- Working with Your Patients to Evaluate and Enhance Quality of Care
- Using an Electronic Health Record (EHR) for Population Health Management
- Engaging Patients in Using Personal Health Records (PHRs) Effectively
- Personal Health Records: The Basics
- Successfully Implementing an EHR System
- Costs and Benefits of Implementing EHR and PHR Solutions Into Practice Settings
- eHealth Solutions for Reducing Errors and Transforming Healthcare Quality
- Advances in Behavioral Telehealth

Learning Objectives:
This course will provide the participant with:

- New knowledge about the evidence base for patient centered computing and eHealth
- The ability to identify best practices and guidelines for patient centered computing
- A better understanding about the theoretical and practical opportunities and challenges in implementing and utilizing patient-centered eHealth applications
- A practical understanding of the issues surrounding healthcare information exchange, and data reuse for public health and community wellness
- An understanding of the attributes of PHR systems currently available to a variety of consumer communities (diverse, disabled, chronic, etc.)
- Increased knowledge about the role of IT in disability determination
- An appreciation of the role of the ONC in HIT
- Expanded knowledge of the advantages of an interoperable health information network in relation to emergency medical systems
- Increased familiarity about the various aspects of HIT education as it relates to educating the consumer
- An awareness of the main advantages of a PHR for self-care management
- Understanding the role of HIPAA as it applies to various types of electronic records

Course Teaching/Learning Philosophy:
This course fulfills requirements for all disciplines within the Master’s and Ph.D. programs in the School of Information Systems and Technology. It is the only course concentrating on electronic health records and the subset, personal health records through a consumer-centric lens. It is intended to provide an indepth view of consumer health informatics and personal health management systems. Students will come from a wide range of backgrounds and experiences and it is my expectation that each of you will bring contributions that reflect that experience to each class session. My general expectations for each of you are:

- To attend all class sessions for the full day of class
- To contribute in class
- To contribute to the class web site
- To complete all readings
- To apply concepts and frameworks in the readings to the case studies

Prerequisites:
There are no prerequisites for this course

Suggested Technology:
It is highly recommended that you bring your laptop to Boston and to all sessions at Claremont.
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Readings

Required Texts:

Required Video:

After you are finished watching the video, please post a blog entry on the Claremont Conversation site (http://conversation.cgu.edu/ you will need to join our class IS/HIM 385 - Spring 2008)

Required Articles:

Boston:

Claremont:
(Grizzell, 2003) http://www.csupomona.edu/~jvgrizzell/best_practices/bctheory.html
(Ralston et al., 2007)
(Hersh, 2006)
(Jimison & Sher, 1995)
(Middleton, 2004)
(Wald et al., 2004)
Patientslikeme NYT article http://www.nytimes.com/2008/03/23/magazine/23patients-t.html?pagewanted=1&_r=2
(Tang, Ash, Bates, Overhage, & Sands, 2006)
(Smolij & Dun, 2006)
(Pratt, Unruh, Civan, & Skeels, 2006)
(Lober et al., 2006)
(Wicks & Frost, 2008)
(Ball, Smith, & Bakalar, 2007)
(American Medical Informatics Association, 2007)
(AHIMA Personal Health Record Practice Council)
(American Health Informatics Medical Association, 2006)
(Burton, Anderson, & Kues, 2004)
Course Assignments

Grading:

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<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Expectations</th>
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<tbody>
<tr>
<td>Participation in Boston</td>
<td>20%</td>
<td>• Readings (all articles and the preface, introduction and ch 1-2 in book)</td>
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<td></td>
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<td>• Active participation in discussions</td>
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<td>• Blog entry from video</td>
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<td>• Student meeting Friday 3/28 5-6pm</td>
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<tr>
<td>Participation in Claremont</td>
<td>20%</td>
<td>• Readings (all articles and ch 3-8 in book)</td>
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<tr>
<td></td>
<td></td>
<td>• Active participation in discussions</td>
</tr>
<tr>
<td>Paper</td>
<td>20%</td>
<td>• See paper guidelines</td>
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<td>• Due April 7 – electronically to both Dr. Horan and Sue Feldman</td>
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<tr>
<td>Case Study</td>
<td>20%</td>
<td>• Use the Case Study Framework worksheet</td>
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<td>• Two case study write ups, one of which will become your learning object</td>
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<td>Learning Object</td>
<td>20%</td>
<td>• In a group of 4, use the learning object template to create a detailed and well thought out module from which others can use to learn</td>
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Student Responsibilities:

Participation:
Participation in workshops and other activities in both Boston and Claremont are expected to be interactive – all readings should be done prior to the respective course.

Paper:
You will have a paper due on April 7, 2008 – please send electronically to both Dr. Horan and Sue Feldman.
The paper should be in four parts:
1. After reading chapters 1-2 in Redefining Health Care, react to Porter’s diagnosis of the problem with health care and why he thinks it needs redefining. Include in your writing to what benefit/detriment this redefinition would be for the consumer.
2. Identify connections between at least three articles and the discussions from the presentations and/or workshops you attended in Boston.
3. There are several free PHR applications on the Internet (such as Microsoft HealthVault, Medem Ihealthrecord, etc.). Please sign up for one and map the process, commenting on several areas including usability, functionality, literacy level, etc. This section could be enhanced with screen shots (do not include any medically identifiable information).

4. A total of four of your favorite quotations from a variety of sessions from Boston. This section, which includes the quotes, the presenter, and why it is of importance to you should be posted to Claremont Conversation no later than 3/31. This information becomes the fourth part of your paper.

Paper Guidelines:
- Minimum five pages (does not include title page or diagrams), single spaced, 1” margins, APA formatting

Case Study:
In the Claremont session, you will do a case study write up from two of the case study presentations. A framework for this is included. One of these case studies will become your learning object.

Learning Object:
Your final project will be to do a learning object. This will be discussed at the Boston student meeting so that you can start thinking about and collecting your ideas. You will be given a design template and additional information as we move forward. If you are not familiar with learning objects, please review this site prior to Boston http://learningobjects.wesleyan.edu/- please view some of the projects. You might find the process diagram helpful. In addition, preliminary student designed learning objects can be found at http://boranlearning.org/. While the learning object is being developed for use in the course, it is the expectation that several, if not all of these, may be for use beyond the course as part of a nationally available program. The learning objects will be done as a group of four.

General Expectations for Responsible Student Learning:
- As a graduate student you are expected to think critically with depth and breadth in all facets of discussion and work.
- Responsible scholarship is expected. (Students are expected to abide by CGU’s code of academic honesty. For more information, please see: http://www.cgu.edu/pages/241.asp as well as http://www.cgu.edu/pages/1132.asp.)
- All communications will be via your CGU email account. If you do not regularly check this account, I suggest that you set up the forward feature on your account so that you do not miss important email communications.
- All class sessions must be attended for full credit.
- Active participation is expected – this will be difficult if you have not done the required readings and/or assignments.

References


