



Syllabus  
HPM 940: Leadership in Health Informatics  
Summer 2019  
1 Credit | Online

## Table of Contents

<b>Course Overview .....</b>	<b>3</b>
<b>Course Description .....</b>	<b>3</b>
<b>Prerequisites .....</b>	<b>3</b>
<b>Instructor(s) .....</b>	<b>3</b>
<b>Teaching Assistant .....</b>	<b>3</b>
<b>Course Website .....</b>	<b>3</b>
<b>Class Days, Times, Location .....</b>	<b>3</b>
<b>Office Hours .....</b>	<b>3</b>
<b>Course Texts .....</b>	<b>3</b>
<b>Course Format .....</b>	<b>3</b>
<b>Course Policies and Resources .....</b>	<b>4</b>
<b>Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom .....</b>	<b>4</b>
<b>Accessibility .....</b>	<b>5</b>
<b>UNC Honor Code .....</b>	<b>5</b>
<b>Instructor Expectations .....</b>	<b>5</b>
<b>Student Expectations .....</b>	<b>6</b>
<b>Competencies, Learning Objectives, and Assessment .....</b>	<b>8</b>
<b>Map .....</b>	<b>8</b>
<b>Course Assignments and Assessments .....</b>	<b>9</b>
<b>Grading Scale .....</b>	<b>9</b>
<b>Assignment Descriptions .....</b>	<b>9</b>
<b>1. Class Discussions (25%) .....</b>	<b>9</b>
<b>2. Case Analysis (35%) .....</b>	<b>9</b>
<b>3. Final Paper (40%) .....</b>	<b>9</b>
<b>Course-at-a-Glance .....</b>	<b>10</b>
<b>Course Schedule .....</b>	<b>11</b>
<b>TBD (Session 1): Course Overview and Introduction to Health Informatics Concepts .....</b>	<b>11</b>
<b>TBD (Session 2): Electronic Health Records, “Meaningful Use”, Health Information Exchange, and Patient Portals .....</b>	<b>12</b>
<b>TBD (Session 3): Telehealth – Live Video, Store-and-Forward, Remote Patient Monitoring, mHealth .....</b>	<b>12</b>
<b>TBD (Session 4): Engaging Providers, Staff, and Communities in Informatics Initiatives .....</b>	<b>13</b>
<b>TBD (Session 5): Informatics for Population Health Management-Defense Health Agency Case Study .....</b>	<b>13</b>
<b>TBD (Session 6): Informatics in Resource-Limited Settings: PEPFAR Case Study .....</b>	<b>14</b>

**TBD (Session 7): Course Wrap-Up and Final Project Discussions .....15**

## Course Overview

**Course Description** This course introduces health leaders to the field of health informatics. Topics include approaches to managing information and applying it to improve the delivery of health services in diverse settings.

**Prerequisites** None

**Instructor(s)** Christopher M. Shea, PhD  
Associate Professor  
Department of Health Policy and  
Management  
McGavran-Greenberg 1104F  
Phone: 919-[966-1938]  
Email: cshea@email.unc.edu

**Teaching Assistant** None

**Course Website** <https://sakai.unc.edu/welcome/>. Use your ONYEN and password.

**Class Days, Times, Location** Wednesdays 4:00 – 5:25pm,  
Adobe Connect.

**Office Hours** There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone, Skype, or Zoom.

**Course Texts** There is no required textbook. Readings will be noted in the Course Schedule.

**Course Format** The course format will consist of a seminar-style class that meets weekly. Students are expected to complete the readings before class and come to each class prepared to discuss the texts (with the exception of week 1, where the readings will be done after the fact).

## Course Policies and Resources

### Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School's [commitment to diversity](#). We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School— among faculty, staff, students, on advisory groups, and in our curricula, leadership, policies and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School's environment as welcoming, valuing all individuals and supporting their development.”

In this class, we practice these commitments in the following ways:

- Develop classroom participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of *all* students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- **Diversity and Inclusion at the Gillings School of Global Public Health:**  
<http://sph.unc.edu/resource-pages/diversity/>
- **UNC Non-Discrimination Policies:**  
<http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>
- **Prohibited Discrimination, Harassment, and Related Misconduct at UNC:**  
<https://deanofstudents.unc.edu/incident-reporting/prohibited-harassmentsexual-misconduct>

## Accessibility

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <https://ars.unc.edu/>; phone 919-962-8300; email [ars@unc.edu](mailto:ars@unc.edu). Students must document/register their need for accommodations with ARS before accommodations can be implemented.

## UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's [Honor Code](#), through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. To ensure effective functioning of the [Honor System](#) at UNC, students are expected to:

- a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.
- b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- c. **Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.**
- d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

Instructors are required to report suspected violations of the Honor Code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have any questions about [your rights and responsibilities](#), please consult the Office of Student Conduct at <https://studentconduct.unc.edu/>, or consult these other resources:

- Honor system [module](#).
- UNC library's [plagiarism tutorial](#).
- UNC Writing Center [handout on plagiarism](#).

## Instructor Expectations

### Email

The instructor will typically respond to email within 24 hours or less if sent Monday through Friday. The instructor may respond to weekend emails, but it is not required of them. If you receive an out of office reply when emailing, it may

take longer to receive a reply. The instructor will provide advance notice, if possible, when they will be out of the office.

**Discussion Board** The instructor will be an active reader and will occasionally post throughout the semester. The group discussion boards will be moderated by the group members unless an issue is brought to the instructor's attention by a fellow group member.

**Feedback** All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that you are succeeding in and what you can do to improve in other areas.

**Grading** Assignments will be graded no more than two weeks after the due date. Early submissions will not be graded before the final due date.

**Syllabus Changes** The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

**Telephone Messages** The instructor will respond to telephone messages within 24 hours Monday through Thursday. Calls left on a Friday will be returned that day if possible; if not, they will be returned on Monday.

## Student Expectations

**Appropriate Use of Course Resources:** The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

**Assignments** Submit all assignments through Sakai. Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work, email or call the instructor for guidance.

**Attendance/ Participation** Your attendance and active participation are an integral part of your learning experience in this course. If you are unavoidably absent, please notify the course instructor (and Teaching Assistant if one is assigned).

**Communication** You are expected to follow common courtesy in all communication to include email, discussion boards, and face-to-face. All electronic communications sent should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.

- Contributions** You are expected to offer individual contributions in class and on individual assignments, and collaborate with fellow students on assignments for which students may work together, such as group assignments.
- Discussion Board** You are expected to participate in the course Group Discussion Board. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information of the topic.
- View the 15 Rules of Netiquette for the online discussion board at <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>
- Email** All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.
- View the following link for more information on email etiquette: <http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/>
- Late Work** Exam date and assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a 1-point reduction for every day that they are late. After seven days, late submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise. You must inform the instructor on the first week of class if you cannot attend an exam or presentation due to extenuating circumstances, such as medical procedures or professional travel. Attendance on the day of the presentation and exams is otherwise required to receive points for those activities.
- Readings** Readings for a particular class should be completed before the class session and before completing associated activities
- Technical support** The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at [help@unc.edu](mailto:help@unc.edu), or by visiting their website at <http://help.unc.edu>, or by UNC Live Chat at <http://its.unc.edu/itrc/chat>.

## Competencies, Learning Objectives, and Assessment

### Map

Competencies taught in this course, learning objectives mapped to these competencies, and assignments that assess attainment of these competencies.

Competency	Learning Objectives	Assessment Assignment
Assess informatics needs in organizations and community-based settings to improve population health.	<ol style="list-style-type: none"> <li>1. Describe and categorize types of health informatics initiatives.</li> <li>2. Identify strategic and operational informatics priorities, information gaps, and instances of inadequate information use.</li> <li>3. Identify stakeholders (e.g., administrators, clinicians, consumers) of a given informatics initiative and describe the implications for each stakeholder group.</li> </ol>	<p>One written case analysis that requires students to answer questions related to a specific scenario.</p> <p>One final paper that requires students to apply ideas, frameworks, and/or tools from the readings to their organization or to a gap they identify in the field.</p>
Create organizational change strategies.	<ol style="list-style-type: none"> <li>1. Apply theory, frameworks, and tools to analyze potential implementation challenges for health informatics initiatives given the purpose of the initiative and the setting in which it is being implemented.</li> <li>2. Design approaches to promote effective implementation of a specific informatics initiative within a particular organizational setting.</li> </ol>	<p>One written case analysis that requires students to answer questions related to a specific scenario.</p>

## Course Assignments and Assessments

This course will include graded assignments and/or exams.

Assignments	Points/Percentages
1. Class Discussions	25
2. Case Analysis	35
3. Final Paper	40
TOTAL	100

## Grading Scale

Final course grades will be determined using the following [UNC Graduate School grading scale](#). The relative weight of each course component is shown in the table above.

<b>H</b>	92-100	High Pass: Clearly excellent graduate work
<b>P</b>	75 - 91	Pass: Entirely satisfactory graduate work
<b>L</b>	60 – 74	Low Pass: Inadequate graduate work
<b>F</b>	Less than 60	Fail

## Assignment Descriptions

Descriptions of the assignments follow.

### 1. Class Discussions (25%)

Active participation is vital to the success of this course. Participation involves engaging with the required readings prior to the class meeting and actively participating in discussion during class. Each student will be responsible for co-facilitating part of one class discussion. Two or three students will work together to facilitate during the same class session. Facilitating a class discussion involves generating discussion questions based on the example (and perhaps also assigned readings) and perhaps identifying a real-world example or scenario for discussion. The facilitators should plan to lead discussion for approximately 30 minutes. Any materials (e.g., short case example, PowerPoints) should be sent to the Instructor no later than 24 hours prior to the class meeting.

### 2. Case Analysis (35%)

There will be one written case analysis. The purpose of the case analysis is to apply ideas, frameworks, and/or tools from the readings to a specific case or scenario provided by the instructor. The written analyses should be structured according to the discussion questions and format provided in the instructions for the case. The questions require, identifying relevant stakeholders in the case, assessing the priorities and information needs of the health system or organization described in the case, identifying implementation barriers, developing an implementation plan or range of strategies that could be employed to promote effective implementation, and identifying methods for assessing implementation effectiveness and outcomes for stakeholders.

### 3. Final Paper (40%)

Each student will complete a final paper related to course content, selecting *one of the following two types of papers*.

Organizational Informatics Analysis: This paper would focus on your organization. The intent is to identify informatics opportunities and challenges for the organization and analyze these opportunities and challenges using ideas, frameworks, and/or tools discussed in class. The analysis should provide an overview of how the organization

is structured and resourced, external factors it must adapt to, informatics initiatives/priorities that are being (or have been) assessed, and implementation issues for its informatics priorities. The analysis should focus on priorities that are strategically and/or operationally important for the organization to pursue its mission and goals. The analysis may include informatics priorities that have been addressed already or that need to be addressed. For informatics priorities already addressed, the analysis should both describe the current system/approach and discuss strengths and limitations of the current system/approach. For priorities not currently addressed, the analysis should discuss at least one option for addressing the priority and the relevant implementation issues for that option. Below are some topics to consider when developing the paper:

- General overview of internal characteristics (e.g., mission, organizational structure, staffing models) and external environmental factors (e.g., federal/state policy, accreditation requirements, competitors)
- Informatics opportunities/priorities—both operational and outcomes related (e.g., internal information needs, state/national Informatics initiatives, population health outcomes)
- Implementation issues and challenges for the identified informatics priorities (e.g., technological, ethical, human and financial resources, coordination with other entities).
- Strategies employed (or that could be employed) to promote successful information system implementation and/or information use in the organization.

Commentary Paper: This paper would be informed by relevant literature and have the purpose of advancing thinking about a specific informatics-related issue, knowledge gap, or framework/theory. For example, such a paper might identify a specific health services problem that is ripe for informatics solutions and discuss a path forward for doing so. Or such a paper might advance our understanding of an informatics-related problem through careful application of a theory/framework, advance our understanding of the usefulness of a theory/framework by applying it in a novel way, and/or advance our understanding of the limitations of a theory/framework and offer ways to strengthen it. There is not a standard structure for this type of paper, but below are some questions that could be used to structure the paper:

- What is the general topic?
- What is the specific problem of interest?
- What are the implications of the problem?
- What is the purpose of your paper?
- What do key sources tell us about the topic/problem?
- What are you proposing that would advance our understanding of the problem?
- Who are the stakeholders?
- What are the expected outcomes (e.g., practice or policy implications) of your proposed approach?

## Course-at-a-Glance

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

Date/Session/Week/Unit	Topic and Competency	Assignment Due
Week 1	Course Overview and Introduction to Health Informatics Concepts / Competency: Assess informatics needs in organizations and community-based settings to improve population health	<u>None</u>
Week 2	Electronic Health Records, “Meaningful Use,” Health Information Exchange, and Patient Portals / Competency: Assess informatics needs in organizations and community-based settings to improve population health	<u>None</u>

Week 3	Telehealth: live video, store-and-forward care, remote patient monitoring, mHealth / Competency: Assess informatics needs in organizations and community-based settings to improve population health	<u>None</u>
Week 4	Engaging Providers, Staff, and Communities in Informatics Initiatives / Competency: Create organizational change strategies	<u>None</u>
Week 5	Informatics for Population Health Management: Defense Health Agency Case Study / Competency: Assess informatics needs in organizations and community-based settings to improve population health	Case Analysis
Week 6	Informatics in Resource-Limited Settings: PEPFAR Case Study / Competency: Create organizational change strategies	<u>None</u>
Week 7	Course Wrap-up and Final Project Discussions / Competency: Assess informatics needs in organizations and community-based settings to improve population health	Final Paper

## Course Schedule

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

### TBD (Session 1): Course Overview and Introduction to Health Informatics Concepts

<b>Session 1</b>	
<b>Topic</b>	Course Overview and Introduction to Health Informatics Concepts
<b>Competency Addressed</b>	Assess informatics needs in organizations and community-based settings to improve population health.
<b>Learning Objective(s)</b>	<ul style="list-style-type: none"> <li>Describe and categorize types of health informatics initiatives.</li> <li>Identify strategic and operational informatics priorities, information gaps, and instances of inadequate information use.</li> </ul>
<b>Required Readings</b>	<p>1. Hoyt (2014) Ch.1 "Overview of Health Informatics" In <i>Health Informatics, 6<sup>th</sup> ed.</i></p> <p><i>NOTE:</i> Read pp. 1-8 (stop at "Historical Highlights") and read pp. 21-24 (beginning with "Barriers..." and stopping at "Health Informatics Programs...")</p>
<b>Assignments/Deadlines</b>	By noon on TBD, email your top-three choices for class sessions to facilitate.

**TBD (Session 2): Electronic Health Records, “Meaningful Use”, Health Information Exchange, and Patient Portals**

<b>Session 2</b>	
<b>Topic</b>	Electronic Health Records, “Meaningful Use,” Health Information Exchange, and Patient Portals
<b>Competency Addressed</b>	Assess informatics needs in organizations and community-based settings to improve population health.
<b>Learning Objective(s)</b>	<ul style="list-style-type: none"> <li>• Describe and categorize types of health informatics initiatives.</li> <li>• Identify strategic and operational informatics priorities, information gaps, and instances of inadequate information use.</li> <li>• Identify stakeholders (e.g., administrators, clinicians, consumers) of a given informatics initiative and describe the implications for each stakeholder group.</li> </ul>
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Hoyt - Ch. 2, “Healthcare Data, Information, and Knowledge”</li> <li>2. Adler-Milstein et al. (2017). Crossing the health IT chasm: considerations and policy recommendations to overcome current challenges and enable value-based care. <i>JAMIA</i>. Sep 1;24(5):1036-1043.</li> </ol>
<b>Other Required Resources</b>	HealthIT.gov Meaningful Use website: <a href="https://www.healthit.gov/topic/meaningful-use-and-macra/meaningful-use-and-macra">https://www.healthit.gov/topic/meaningful-use-and-macra/meaningful-use-and-macra</a> (Click on “Meaningful Use”)
<b>Assignments/Deadlines</b>	Team 1 Discussion Facilitation Questions

**TBD (Session 3): Telehealth – Live Video, Store-and-Forward, Remote Patient Monitoring, mHealth**

<b>Session 3</b>	
<b>Topic</b>	Telehealth: live video, store-and-forward care, remote patient monitoring, mHealth
<b>Competency Addressed</b>	Assess informatics needs in organizations and community-based settings to improve population health.
<b>Learning Objective(s)</b>	<ul style="list-style-type: none"> <li>• Describe and categorize types of health informatics initiatives.</li> <li>• Identify strategic and operational informatics priorities, information gaps, and instances of inadequate information use.</li> <li>• Identify stakeholders (e.g., administrators, clinicians, consumers) of a given informatics initiative and describe the implications for each stakeholder group.</li> </ul>
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Kvedar, J. et al. (2014). Connected health: a review of technologies and strategies to improve patient care with telemedicine and telehealth. <i>Health Affairs</i>. 33(2): 194-199.</li> <li>2. Virtual Tumor Board Scenario [Available in Sakai under Resources]</li> </ol>

Other Required Resources	Project ECHO: <a href="http://echo.unm.edu/">http://echo.unm.edu/</a>
Assignments/Deadlines	Team 2 Discussion Facilitation Questions

**TBD (Session 4): Engaging Providers, Staff, and Communities in Informatics Initiatives**

<b>Session 4</b>	
<b>Topic</b>	Engaging Providers, Staff, and Communities in Informatics Initiatives
<b>Competency Addressed</b>	Create organizational change strategies.
<b>Learning Objective(s)</b>	<ul style="list-style-type: none"> <li>Identify stakeholders (e.g., administrators, clinicians, consumers) of a given informatics initiative and describe the implications for each stakeholder group.</li> <li>Apply theory, frameworks, and tools to analyze potential implementation challenges for health informatics initiatives given the purpose of the initiative and the setting in which it is being implemented.</li> <li>Design approaches to promote effective implementation of a specific informatics initiative within a particular organizational setting.</li> </ul>
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>Robert Wood Johnson Foundation (2015). Data for Health: learning what works. <a href="https://ares.lib.unc.edu/ares/ares.dll?SessionID=G123753943R&amp;Action=10&amp;Type=10&amp;Value=109057963">https://ares.lib.unc.edu/ares/ares.dll?SessionID=G123753943R&amp;Action=10&amp;Type=10&amp;Value=109057963</a> [Course Reserves]</li> <li>Sharp, A. &amp; McDermott, P. (2009). Business processes – What are they, anyway? In <i>Workflow Modeling: Tools for Process Improvement and Application Development</i>, 2<sup>nd</sup> ed. Norwood, MA: Artech House, Inc.</li> </ol>
<b>Optional Resources</b>	Damschroder, LJ et al. (2009). Fostering implementation of health services research findings into practice: a consolidated framework for advancing implementation science. <i>Implementation Science</i> , 4:50.
<b>Assignments/Deadlines</b>	Team 3 Discussion Facilitation Questions

**TBD (Session 5): Informatics for Population Health Management-Defense Health Agency Case Study**

<b>Session 5</b>	
<b>Topic</b>	Informatics for Population Health Management: Defense Health Agency Case Study
<b>Competency Addressed</b>	Assess informatics needs in organizations and community-based settings to improve population health.
<b>Learning Objective(s)</b>	<ul style="list-style-type: none"> <li>Identify stakeholders (e.g., administrators, clinicians, consumers) of a given informatics initiative and describe the implications for each stakeholder group.</li> </ul>

	<ul style="list-style-type: none"> <li>Apply theory, frameworks, and tools to analyze potential implementation challenges for health informatics initiatives given the purpose of the initiative and the setting in which it is being implemented.</li> </ul> <p>Design approaches to promote effective implementation of a specific informatics initiative within a particular organizational setting.</p>
Required Readings	<ol style="list-style-type: none"> <li>1. Kharrazi, H. et. al. (2016). A proposed national research and development agenda for population health informatics: summary recommendations from a national expert workshop. <i>JAMIA</i>. 24(1): 2-12. [Course Reserves]</li> <li>2. Goldstein, A. &amp; Eilperin, J. (2013). HealthCare.gov: How political fear was pitted against technical needs. <i>The Washington Post</i>, Nov. 2, 2013.</li> </ol>
Assignments/Deadlines	<p>Team 4 Discussion Facilitation Questions</p> <p>Case Analysis DUE</p>

**TBD (Session 6): Informatics in Resource-Limited Settings: PEPFAR Case Study**

<b>Session 6</b>	
<b>Topic</b>	Informatics in Resource-Limited Settings: PEPFAR Case Study
<b>Competency Addressed</b>	Create organizational change strategies.
<b>Learning Objective(s)</b>	<ul style="list-style-type: none"> <li>Identify stakeholders (e.g., administrators, clinicians, consumers) of a given informatics initiative and describe the implications for each stakeholder group.</li> <li>Apply theory, frameworks, and tools to analyze potential implementation challenges for health informatics initiatives given the purpose of the initiative and the setting in which it is being implemented.</li> <li>Design approaches to promote effective implementation of a specific informatics initiative within a particular organizational setting.</li> </ul>
<b>Required Readings</b>	<ol style="list-style-type: none"> <li>1. Braa, J. et al. (2007). Developing Health Information Systems in Developing Countries: The Flexible Standards Strategy. <i>MIS Quarterly</i>, vol. 31 Special Issue.</li> <li>2. USAID. (2016). Health Management Information Systems (HMIS) Review: Survey on Data Availability in Electronic Systems for Maternal and Newborn Health Indicators in 24 USAID Priority Countries. <a href="http://www.mcsprogram.org">www.mcsprogram.org</a></li> </ol>
<b>Assignments/Deadlines</b>	Team 5 Discussion Facilitation Questions

TBD (Session 7): Course Wrap-Up and Final Project Discussions

<b>Session 7</b>	
<b>Topic</b>	Course Wrap-up and Final Project Discussions
<b>Competency Addressed</b>	Assess informatics needs in organizations and community-based settings to improve population health.
<b>Learning Objective(s)</b>	<ul style="list-style-type: none"><li>• Apply theory, frameworks, and tools to analyze potential implementation challenges for health informatics initiatives given the purpose of the initiative and the setting in which it is being implemented.</li></ul>
<b>Required Readings</b>	
<b>Assignments/Deadlines</b>	Final Paper DUE